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ABSTRACT

This report summarizes strategies used by a monitoring commission to evaluate Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan in Chicago (Illinois). The commission focused on the following areas: (1) the degree to which the project complied with activities in its funding proposal; (2) the level to which nonparticipants could observe certain interpersonal relationships during project activities; (3) the degree to which project activities produced desired performance outcomes; and (4) the degree to which the project achieved specified research-based educational goals. The commission took the following steps: (1) established a subcommittee to monitor the project; (2) determined areas of activity to monitor for compliance using a task and time accounting ledger; (3) observed orientation and training activities; (4) proposed a community case study to measure the project's contributions to its research-based educational goals; and (5) established liaison with local evaluation personnel. A principal investigator, assisted by consultants and commission staff, was responsible for monitoring activities. Budgetary expenditures and selected projected expenditures are reported. The following materials are appended: (1) the CANAL Audit Ledger, including lists of enabling and evaluative activities and examples of reporting forms; (2) on-site monitoring reports of all orientations and day one training sessions and selected day two training sessions; (3) staff resumes; and (4) fiscal expenditures and projections. (FMW)

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COMMISSION FOR
DESEGREGATION
IMPLEMENTATION

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Progress Report
for the
Department of Education
on
Monitoring Project CANAL

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UD 027 222

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I. Purpose of Report

The following materials are submitted under the reporting requirements for Project CANAL. The activities reported on cover expenditures cumulative to December 31, 1988, and for January 1-31, 1989, with corresponding monitoring products.

II. Commission Monitoring Strategy

The Monitoring Commission for Desegregation Implementation perceives that the CANAL Project contains four somewhat distinct foci for monitoring. These four areas are the following:

A. The degree to which CANAL activity complies with activity detailed in the funding proposal. This is a compliance monitoring function.

B. The level to which certain group actions and reactions occur among the various human elements of CANAL: the Core Team, teachers and parents, principals and teachers. This is non-participant-observer monitoring function.

C. The degree to which project activity produces the changes in human behavior that the project desires: student achievement, teacher perceptions of an effective school, and parent perceptions of school effectiveness. This is a performance-outcome monitoring function.

D. The degree to which the CANAL Project achieves certain longer-range educational goals as spelled-out in the project proposal: increased school-community interaction; existence of shared governance over school activity; existence of school-based management; and more positive attitudes by all toward local school performance. This is a research-documentation monitoring function.

III. Commission Actions

A. Commission Subcommittee-

The Monitoring Commission has established a special subcommittee to monitor CANAL.

B. Compliance Monitoring-

1. The Commission determined that the CANAL activity can be categorized into eight specific emphases for Monitoring Commission inquiry and communication. These are the eight emphases which the Commission

will consider over the five-year life of the project in its monitoring of CANAL:

a. Management of the CANAL Project
b. Student Effects
c. Parent Effects
d. Teacher and Staff Effects
e. School Climate Impact
f. Governance Effects
g. Westinghouse High School Effects
h. Model Cluster School Effects

2. The Commission's approach is summarized for each of the eight monitoring areas. For each of the eight areas, monitoring tasks and tentative data collection strategies are presented below.

a. Management of CANAL-

Tasks-Monitor compliance of CANAL with stated goals, objectives, and activities as proposed and approved for funding.

Data-Develop schedules to monitor CANAL'S compliance with annual goals, objectives, and activities. Based on CANAL products and evaluation data, assess compliance.

b. Student Effects-

Tasks-Monitor changes in: reading gain,

math gain, attendance, mobility, and recorded discipline problems.

Data-Use Board of Education and other appropriate data sources.

c. Parental Effects-

Tasks-Monitor increases in teacher-parent interactions: voluntary activities, participating in school and class activities, personal visitations and personal contacts and exchanges.

Data-Assess participation using data maintained by schools and in CANAL evaluations. Develop survey data to supplement and provide information not available in school and CANAL sources.

d. Teacher and Staff Effects-

Tasks-Monitor changes in teachers and staff: morale, skill development, attitudes towards students, principals, programs, and organizations.

Data-Access data maintained by the Board of Education and in CANAL evaluations. Where appropriate, develop original data collection.

e. School Climate Impact-

Tasks-Monitor the perceptions of teachers,

staff and parents with regard to: principal as instructional leader; degree and effectiveness of parental involvement; personal safety and security; adequacy of plant and facilities; instructional facilities and supplies; staff development; and understanding the learning climate in terms of: school philosophy, school mission, sequential instructional objectives, tests and testing, expectations and grouping of students, peer evaluation, and formal evaluation and feedback.

Data-Develop annual survey to assess perceptions of teachers, staff, and parents representing each CANAL school. Develop a sampling strategy to assure representativeness of the responses.

f. Governance Effects-

Tasks-Monitor the implementation of school-based management as represented by the Core Team concept of CANAL. Monitor the degree to which each CANAL school implements a shared governance model. Monitor the development of a school-community network.

Data-Use CANAL evaluation and program

data to assess implementation of management goals. Assess level of shared governance in school by participation of the principal, teachers, and staff using a survey. Assess involvement of parents and other community representatives in school governance using a survey. Use the case study method to assess the development of a network in selected, representative schools.

g. Westinghouse High School Effects-

Tasks-Monitor progress towards the special objectives of Westinghouse: increased enrollment; increased program completion; increased post-graduate employment; decrease in dropouts; and increase in enrollments in post-secondary education.

Data-Analyze Board of Education data and CANAL evaluations to assess effects.

h. Model Cluster School Effects-

Tasks-Monitor the effects of Model Cluster schools as to: rate of student transfers from designated over-utilized to under-utilized schools; tenure of student transfers; assess reasons parents give for

prematurely terminating a student transfer to a Model Cluster school.

Data-Assess Board of Education enrollment files to evaluate activity.

Use focus group interviews to collect data from parents on premature terminations.

3. Canal Audit Ledger-

In order to monitor implementation of Project CANAL, the Commission has developed a CANAL Audit Ledger. This is derived from enabling activities, evaluative activities and projected and implicit timelines noted in the CANAL proposal. In order to implement the CANAL Audit Ledger, the Commission developed a form for completion by the Department of Equal Educational Opportunity Programs. A form was prepared for each entry on the CANAL Audit Ledger (examples are presented in Appendix A).

Commission staff have analyzed each of the goals and subgoals contained in the CANAL Project. They have listed each enabling activity and for each enabling activity the corresponding evaluative activities as well as the timelines

for implementation and completion as specified in the proposal. For the section beginning on page 65, which covers the research section of the original CANAL proposal, Commission staff have extracted enabling activities and evaluative activities, and timelines. They are presented in the same format as enabling activities and evaluative activities documented in the first part of the proposal.

Commission monitoring is focused on the degree to which activities and products comply with those detailed and promised in the CANAL document. The complete CANAL Audit Ledger is followed by supporting documentation and forms that will be submitted to the Department of Equal Educational Opportunity Programs (see appendix A).

C. Non-participant Observation Monitoring-
Commission Staff have observed the orientations conducted for the core planning teams and they have observed Days One and Two of the School-Based Management Training modules delivered by the Board. Copies of staff reports on these activities are contained in Appendices

B, C and D. Appendix B begins with a copy of the current form used to record these observations.

D. Commission Research-Based Monitoring-

The Commission proposes within a theoretical framework of a social action system approach, to develop a design for research-based monitoring that would involve the comparison of eight schools. The eight schools would represent case studies, but cases that are based on schools representing a two dimensional matrix consisting of racial composition and existing intervention models. The matrix would include:

	African American	Hispanic	White
CESP	X	X	X
CESP Worst	X	X	X
CANAL	X	X	

(The matrix includes a null set in that by definition there are no schools in CANAL made up of predominately white students.)

Given that the dimensions of the matrix seem appropriate and that the issues of case selection can be resolved in a manner that promises useful and generalizable research, the Commission proposes to carry out local school action system analyses. The purpose of these analyses is to determine the degree to which the CANAL Project achieves certain long range educational goals as spelled out in the project proposal.

As a step toward describing and explaining variations of the dependent variable at the end of the five-year project, the Commission proposes to carry out systematic local school action system analyses using the case study approach to help better explain and understand the dynamics of Project CANAL over the long term. Incident to that will be several questions to be addressed and research questions now being framed include the following:

1. To what extent do perceptions and expectations among different constituencies in the local school action system with regard to the outcome of CANAL confuse and/or clarify perceptions and expectations about the outcomes associated with the on-going implementation of the desegregation

plan?

2. To what degree are students, parents, school staff, school administrators, community leaders, and other critical actors in the local school action system in agreement that CANAL is functioning to the positive fulfillment of the desegregation plan within racially identifiable schools?

3. To what extent does the existence of a School Improvement Council impede the efforts of the core planning teams in each CANAL school in effecting broad-based parental involvement?

4. To what extent do Board policies and school reform initiatives contribute to the successful implementation of desegregation goals in CANAL schools?

5. Are there differences in levels of agreement regarding the contributions of CANAL to desegregation across the local school action systems associated with predominately Black and predominately Hispanic schools?

To answer these questions, field studies will be carried out in selected Chicago school neighborhoods to determine local school action system expectations for student achievement and for implementation of CANAL within the desegregation plan. This will involve group and individual meetings with a sample of parents, students, teachers, community leaders and other critical actors. As in other areas of inquiry, this analysis will center on comparative analysis of minority children in terms of test scores and achievement.

The local school action system analyses will not only focus on perceptions, expectations, and achievement, but also on the level and quality of interaction of different constituencies in the system. It will consider, for example, parent involvement in the local schools. Special attention will be paid to understanding the experience of students and parents when the children are also members of bilingual programs or are in special education classrooms. The analyses also will consider the perceptions of teachers and administrators.

This component of the CANAL monitoring strategy--more than all others--provides for exploration of the human experience in a school system undergoing desegregation, via a voluntary student assignment plan with a concomitant requirement to assure quality educational programs for all Chicago public school children attending racially identifiable schools, whether predominately Black or Hispanic.

E. Commission Liaison with the Department of Research and Evaluation-

The Commission has conducted several meetings with the Director of the Department of Research and Evaluation and Staff and Consultants assigned to Project CANAL. These meetings have included the participation of the principal investigator of the Monitoring Commission, primary consultants of that Commission as well as the liaison person from the the Department of Equal Educational Opportunity Programs. The Commission forwarded to the Assistant Superintendent responsible for implementation of Project CANAL and to the Director of the Department of Research and Evaluation, a statement incident to the Commission's monitoring of CANAL, as mandated by Board Resolution

IV. Monitoring Commission Staff

The Commission principal investigator assisted by primary consultants and full-time Commission staff are the primary persons responsible for the monitoring of Project Canal.

Primary consultants are Dr. Norman R. Kurtz, Dr. Calvin M. Smith, and Dr. Doris Williams. Principal investigator and primary consultants are Ph.D.s and experienced in various aspects of research.

Staff assigned in whole or in part to monitor Project Canal are Dr. Regina M. Horton, Ph.D., Education, as well as Barbara Leebens-Osilaga, Jesse Qualls and Christy R. Spears. Dr. Horton joined the staff in January, and Qualls in February.

Resumes for the principal investigator, primary consultants and full-time Commission staff working on Project CANAL are contained in Appendix E.

V. Budget Status

The documentation on budgetary expenditures through December 31, 1988 and selected projected budgetary expenditures are contained in Appendix F.

The major expenditures anticipated by the Commission in the next quarter are for the purchase of four computers. Three computers will be PS2 Model 30 IBMs with 20 MB hard disk drives and one PS/2 Model 70-121 with a 120 MB hard disk drive. In addition, the Commission is purchasing a laser jet 2D Hewlett-Packard printer and appropriate furniture to support the computer equipment expansion.

Appendix A

CANAL Audit Ledger

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MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

Abbreviation Key to the CANAL Audit Ledger

EA:	Enabling Activities
EV:	Evaluation
G.GEV:	General Evaluation
OBJ:	Objective
OR/EV:	Overall Evaluation
PG:	Project Goal
PT:	Parent Training
SBM:	School Based Management
SD:	Staff Development
SG:	Subgoal
ST:	Student (General Evaluation)

Monitoring Commission for Desegregation Implementation

CANAL Audit Ledger

1988-89

Goals/Page	Enabling Activities	Evaluative Activities	Time Status Date	Implementation	Completion
PG 1 (pp.33-34)	EA 1	EV 1	Summer '88	Fall '89	Aug. '93
	EA 2	EV 2	Summer '88	Fall '89	Aug. '93
		EV 3	Summer '88	Fall '89	Aug. '93
		EV 4	Summer '88	Fall '89	Aug. '93
	EA 3	EV 5	Fall '88	Fall '89	Aug. '93
	EA 4	EV 6	Fall '88	Fall '89	Aug. '93
	EA 5	EV 6	Summer '88	Fall '89	Aug. '93
		OR/EV 7(p.34)		Fall '89	
		OR/EV 8(p.34)		Fall '89	
SG 1, Obj. 1 (pp.35-37)	EA 1	EV 1	Spring '88	May '88	Aug. '89
	EA 2	EV 2	Summer '88	May '88	Aug. '89
	EA 3	EV 2	Summer '88	May '88	Aug. '89
	EA 4	EV 3	Summer '88	May '88	Aug. '89
	EA 5	EV 4	Summer '88	May '88	Aug. '89
	EA 6	EV 5	Summer '88	May '88	Aug. '89
	EA 7	EV 5	Fall '88	May '88	Aug. '89
	EA 8	EV 5	Fall '88	May '88	Aug. '89
	EA 9	EV 5	Fall '88	Fall '88	
		OR/EV 6	Fall '88		Aug. '89
		OR/EV 7	Fall '88		Aug. '89
		OR/EV 8		May '88	Aug. '89
		OR/EV 9		May '88	Aug. '89

Goals/Page	Enabling Activities	Evaluative Activities	Time Status Date	Implementation	Completion
(PG 1 cont.)					
SG 1, Obj. 2 (pp.39-42)	EA 1	EV 1	Summer '88	May '88	Aug. '89
	EA 2	EV 2	Summer '88	May '88	Aug. '89
	EA 3	?	Summer '88	May '88	Aug. '89
	EA 4	EV 3	Summer '88	May '88	Aug. '89
	EA 5	EV 4	Summer '88	May '88	Aug. '89
	EA 6	EV 5	Summer '88	May '88	Aug. '89
	EA 7	EV 6	Summer '88	May '88	Aug. '89
	EA 8	EV 6	Fall '88	May '88	Aug. '89
	EA 9	EV 7	Fall '88	May '88	Aug. '89
		OR/EV 8		May '88	Aug. '89
		OR/EV 9		May '88	Aug. '89
SG 1 Obj. 3 (pp.43-44)	EA 1	EV 1	Fall '88	Fall '88	Aug. '89
	EA 2	EV 1	Fall '88	Fall '88	Aug. '89
	EA 3	EV 2	Fall '88	Fall '88	Aug. '89
	EA 4	EV 3	Fall '88	Fall '88	Aug. '89
	EA 5	EV 4	Fall '88	Fall '88	Aug. '89
	EA 6	EV 5	Fall '88('89)	Fall '88	Aug. '89
	EA 7	EV 5	(Fall '88)	Fall '88	Aug. '89
		OR/EV 6		Fall '88	Aug. '89
		OR/EV 7		Fall '88	Aug. '89
SG 2, Obj. 1 (pp.45-46)	EA 1	EV 1	Fall '88	Sept. '88	Aug. '89
	EA 2	EV 1	Ongoing	Sept. '88	Aug. '89
	EA 3	EV 2	Fall '88	Sept. '88	Nov. '89
	EA 4	EV 3	Ongoing	Sept. '88	Aug. '89
	EA 5	EV 3	Ongoing	Sept. '88	Aug. '89
		OR/EV 4		Sept. '88	Aug. '89
		OR/EV 5		Sept. '88	Aug. '89
		OR/EV 6		Sept. '88	Aug. '89
		OR/EV 7		Sept. '88	Aug. '89

Goals/Page	Enabling Activities	Evaluative Activities	Time Status		
			Date	Implementation	Completion
SG 2, Obj. 2 (pp.47-48)	EA 1	EV 1	Ongoing	Fall '88	Aug. '88(89)
	EA 2	EV 2	Ongoing	Fall '88	Aug. '88(89)
	EA 2	EV 3	Ongoing	Fall '88	Aug. '88(89)
	EA 3	EV 4	Ongoing	Fall '88	Aug. '88(89)
	EA 4	EV 5	Ongoing	Fall '88	Aug. '88(89)
	EA 5	EV 6		Fall '88	Aug. '88(89)
		OR/EV 7		Fall '88	Aug. '88(89)
		OR/EV 8		Fall '88	Aug. '88(89)
SG 2, Obj. 3 (pp.49-50)	EA 1	EV 1	Fall '88	Fall '88	Ongoing
	EA 2	EV 1	Ongoing	Fall '88	Ongoing
		OR/EV 2		Fall '88	Ongoing
		OR/EV 3		Fall '88	Ongoing
SG 2, Obj. 4 (pp.51-52)	EA 1	EV 1		Fall '88	Ongoing
	EA 2	EV 3		Fall '88	Ongoing
		OR/EV 2		Fall '88	Ongoing
		OR/EV 4		Fall '88	Ongoing
		OR/EV 5		Fall '88	Ongoing
SG 3, Obj. 1 (pp.54-56)	EA 1	EV 1		Fall '88	Aug. '89
	EA 2	EV 1	Ongoing	Fall '88	Aug. '89
	EA 3	EV 2	Ongoing	Fall '88	Aug. '89
	EA 4	EV 2	Fall '88	Fall '88	Aug. '89
	EA 5	EV 3	Ongoing	Fall '88	Aug. '89
	EA 6	EV 4		Fall '88	Aug. '89
	EA 7	EV 5	Fall '88	Fall '88	Aug. '89
	EA 8	EV 6	Ongoing	Fall '88	Aug. '89
	EA 9	EV 7	Ongoing	Fall '88	Aug. '89
		OR/EV 8		Fall '88	Aug. '89
		OR/EV 9		Fall '88	Aug. '89

Goals/Page	Enabling Activities	Evaluative Activities	Date	Time Status Implementation	Completion
SG 3, Obj. 2 (pp.57-58)	EA 1	EV 1	Fall '88	Fall '88	Aug. '89
	EA 2	EV 2	Fall '88	Fall '88	March '89
	EA 3	EV 2	Ongoing	Fall '88	Aug. '89
	EA 4	EV 2	Ongoing	Fall '88	Aug. '89
	EA 5	EV 3	Ongoing	Fall '88	Aug. '89
	EA 6	EV 4		Fall '88	Aug. '89
		OR/EV 5		Fall '88	Aug. '89
		OR/EV 6		Fall '88	Aug. '89
SG 4, Obj. 1 (pp.59-60)	EA 1	EV 1	Fall '90	Fall '89	Aug. '93
	EA 2	EV 1		Fall '89	Aug. '93
	EA 3	EV 2	Fall '90	Fall '89	Aug. '93
	EA 4	EV 3	Fall '90	Fall '89	Aug. '93
	EA 5	EV 4	Fall '90	Fall '89	Aug. '93
		OR/EV 5		Fall '89	Aug. '93
		OR/EV 6		Fall '89	Aug. '93
SBM GEV I (p.65)	EA 1	EV 1	Fall '88		
	EA 2	EV 2	Fall '88		
	EA 3	EV 3	Fall '88		
SBM GEV II (p.65)	EA 1	EV 1	Fall '88		
SBM GEV III (p.66)	EA 1	EV 1	Spring '89		
	EA 2	EV 2	Spring '89		
	EA 3	EV 3	Spring '89		
SBM GEV IV (P.66)	EA 1	EV 1	Winter '89		

Goals/Page	Enabling Activities	Evaluative Activities	Date	Time Status Implementation	Completion
SBM GEV V (p.66)	EA 1	EV 1	Winter '89		
	EA 2	EV 2	Spring '89		
	EA 3	EV 3	Spring '89		
	EA 4	EV 4	Spring '89		
	EA 5	EV 5	Spring '89		
	EA 6	EV 6	Spring '89		
	EA 7	EV 7	Winter '92		
SBM GEV VI (p.68)	EA 1	EV 1	Annually		
	EA 2	EV 2	Annually		
	EA 3	EV 3	Annually		
	EA 4	EV 4	Annually		
	EA 5	EV 5	Annually		
SD GEV I (p.69)	EA 1	EV 1	Fall '88		
SD GEV II (p.69)	EA 1	EV 1	Ongoing		
	EA 2	EV 2	Semi-Annual		
	EA 3	EV 3	Semi-Annual		
	EA 4	EV 4	Annually		
	EA 5	EV 5	Annually		
SD GEV III (p.70)	EA 1 (Achievement)	EV 1 (Gen.)	Annually		
PT GEV I (p.71)	EA 1	EV 1	Fall '88		
PT GEV II (p.71)	EA 1	EV 1	Fall '88		

Goals/Page	Enabling Activities	Evaluative Activities	Time Status Date Implementation	Completion
PT GEV III (p.71)	EA 1	EV 1	Annually	
	EA 2	EV 2	Annually/Spring '89	
	EA 3	EV 3	Annually/Spring '89	
ST GEV I (p.72)	EA 1	EV 1	Annually	
	EA 2	EV 2	Annually/Spring '90	
G GEV I (p.73)	EA 1	EV 1	Spring '89	
	EA 2	EV 2	Spring '89	
G GEV II (p.73)	EA 1	EV 1	Fall '88	
G GEV III (p.73)	EA 1	EV 1	Fall '88	
G GEV IV (p.74)	EA 1	EV 1	Fall '88	
G GEV V ((p.74)	EA 1	EV 1	Summer '88	
G GEV VI ((p.74)	EA 1	EV 1	Summer '89	
G GEV VII (p.74)	EA 1	EV 1	Summer '90/Annually	
G GEV VIII (p.74)	EA 1	EV 1	Summer '93	

Extracted from pages 65 through 74 of CANAL Proposal

Enabling Activities		Evaluative Activities		Time Status
SBM. GEV I, EA1:	Appoint panel of experts to assess training modules using criteria a-h. (p.65)	SBM. GEV I, EV1:	Describe the process and individuals making up the panel of experts. (p.65)	Fall 1988
SBM. GEV I, EA2:	Have panel describe further training needs. (p.65)	SBM. GEV I, EV2:	Document additional training needs noted by panel. (p.65)	Fall 1988
SBM. GEV I, EA3:	Have panel note omissions in training modules. (p.65)	SBM. GEV I, EV3:	Document noted omissions and suggested resolutions. (p.65)	Fall 1988
SBM. GEV II, EA1:	Develop a survey to assess Core Team's perspective of training modules. (p.65)	SBM. GEV II, EV1:	Report the analysis and results of the survey. (p.65)	Fall 1988

Enabling Activities		Evaluative Activities		Time Status
SBM. GEV III, EA1:	Assess Core Team's participation in school improvement plan needs assessment. (p.66)	SBM. GEV III, EV1:	Report the results of the assessment. (p.66)	Spring 1989
SBM. GEV III, EA2:	Appraise each school's needs assessment package for completeness. (p.66)	SBM. GEV III, EV2:	Report the results of the appraisal. (p.66)	Spring 1989
SBM. GEV III, EA3:	Appraise shared decision-making. (p.66)	SBM. GEV III, EV3:	Describe participants and process for participation. (p.66)	Spring 1989
SBM. GEV IV, EA1:	Survey Core Team members to see if they know the content or are unable to use it for modules. (p.66)	SBM. GEV IV, EV1:	Report the results of the survey. (p.66)	Winter 1989

Enabling Activities		Evaluative Activities		Time Status
SBM. GEV V, EA1:	Survey Core Team to see if shared decision-making and consensus occurred. (p.66)	SBM. GEV V, EV1:	Report the results of the survey. (p.66)	Winter 1989
SBM. GEV V, EA2:	Assess involvement of staff, parents, or students in SIP (school improvement plan). (p.66)	SBM. GEV V, EV2:	Report results of the assessment. (p.66)	Spring 1989
SBM. GEV V, EA3:	Assess potential of plan to increase student achievement using eight criteria listed. (p.67)	SBM. GEV V, EV3:	Report results of the assessment. (p.67)	Spring 1989

Enabling Activities		Evaluative Activities		Time Status
SBM. GEV V, EA4:	Assess the presence of specific objectives and how they will be met for each SIP. (p.67)	SBM. GEV V, EV4:	Report results of the assessment. (p.67)	Spring 1989
SBM. GEV V, EA5:	Assess whether the plan has an evaluation strategy. (p.67)	SBM. GEV V, EV5:	Provide a copy of the evaluation strategy. (p.67)	Spring 1989
SBM. GEV V, EA6:	Assess fit of budget to SIP and CANAL goals. (p.67)	SBM. GEV V, EV6:	Report results of the assessment of the budget fit to SIP and CANAL goals. (p.67)	Spring 1989
SBM. GEV V, EA7:	Develop plans for long-term financial maintenance of the program. (p.67)	SBM. GEV V, EV7:	Describe and analyze the financial plan across schools for post-CANAL funding. (p.67)	Winter 1992

Enabling Activities		Evaluative Activities		Time Status
SBM. GEV VI, EA1:	Each year, randomly observe Core Team meetings to determine compliance regulations with rules process. (p.68)	SBM. GEV VI, EV1:	Report schedule and results of random observations. (P.68)	Annually
SBM. GEV VI, EA2:	Develop focus groups that Core Teams use to increase participation of community. (p.68)	SBM. GEV VI, EV2:	Document the development and activities of focus groups. (p.68)	Annually
SBM. GEV VI, EA3:	Core Teams will provide quarterly progress reports on their activities. (p.68)	SBM. GEV VI, EV3:	Document the submission of reports and evaluate the appropriateness of their content. (p.68)	Annually

Enabling Activities		Evaluative Activities		Time Status
SBM. GEV VI, EA4:	Principal will submit an evaluation of project assistance to the school program. (p.68)	SBM. GEV VI, EV4:	Report on frequency, appropriateness and content of principals' evaluations. (p.68)	Annually
SBM. GEV VI, EA5:	Each project school will be visited annually by a certification team of consultants, district staff and project/DEEOP staff to assess records of all Core Team activities. (p.68)	SBM. GEV VI, EV5:	Report the certification team's findings. (p.68)	Annually
SD. GEV I, EA1:	Each training module, once completed will be reviewed by the panel of experts. (p.69)	SD. GEV I, EV1:	Document the evaluation of each training module. (p. 69)	Fall 1988

Enabling Activities		Evaluative Activities		Time Status
SD. GEV II, EA1:	Participating school staff will evaluate each training center's module presentation. (p.69)	SD. GEV II, EV1:	Report the results of evaluations of participating school staff. (p.69)	Ongoing
SD. GEV II, EA2:	Random samples of teachers' classrooms will be used to observe and assess teachers' performance each semester by trained personnel. (p.69)	SD. GEV II, EV2:	Report the results of the observations. (p.69)	Semi-Annual
SD. GEV II, EA3:	Each semester a focus group of teachers and principals across project schools will be assembled to discuss the program and problems. (p.69)	SD. GEV II, EV3:	Report the content and results of the focus group discussions. (p.69)	Semi-Annual

Enabling Activities		Evaluative Activities		Time Status
SD. GEV II, EA4:	At the end of each year, school staff will be surveyed with a questionnaire on the effective schools factors. (p.69)	SD. GEV II, EV4:	Report the results of the questionnaire survey. (p.69)	Annually
SD. GEV II, EA5:	Survey 6, 7 and 8 grades to assess their perceptions of the instructional atmospheres each Spring. (p.69)	SD. GEV II, EV5:	Report the results of the student survey. (p.69)	Annually
SD. GEV III, EA1:	Using quartiles, move students from lower to upper quartiles, 5% of first, 10% of second, 5% of third. (p.70)	SD. GEV III EV1:	Report the results of the movement of students across quartiles. (p.70)	Annually after year 1

Enabling Activities		Evaluative Activities		Time Status
PT. GEV I, EA1:	Appoint a panel of expert consultants to review parent education training modules. (p.71)	PT. GEV I, EV1:	Report results of the panels evaluations. (p.71)	Fall 1988
PT. GEV II, EA1:	Parent-participants will evaluate content and presentation style of each training module. (p.71)	PT. GEV II, EV1:	Report the results of parent-participant evaluations using three criteria specifiers. (p.71)	Fall 1988
PT. GEV III, EA1:	Convene parent participants into focus groups each Spring to discuss relevance of prior modules. (p.71)	PT. GEV III, EV1:	Report the results of annual focus group meetings. (p.71)	Annually

Enabling Activities		Evaluative Activities		Time Status
PT. GEV III, EA2:	Assess parent perceptions on methods of procedures for their involvement in school governance. (p.71)	PT. GEV III, EV2:	Document parent responses. (p.71)	Annually Beginning Spring 1989
PT. GEV III, EA3:	Assess parent knowledge of local Core Planning Team efforts. (p.71)	PT. GEV III, EV3:	Report parent perceptions. (p.71)	Annually Beginning Spring 1989
ST. GEV I, EA1:	Each Spring convene students of Core Planing Teams as focus groups to discuss their perception of involvement in shared governance. (p.72)	ST. GEV I, EV1:	Report the results of the annual student focus groups. (p.72)	Annually

Enabling Activities		Evaluative Activities		Time Status
ST. GEV I, EA2:	Each Spring, survey non-student members of Core Teams regarding the value of student members in Core Teams. (p.72)	ST. GEV I, EV2:	Report results of survey. (p. 72)	Annually Beginning Spring 1990
G. GEV I, EA1:	Establish a plan to evaluate student performances using matched and non-matched test scores in each program school with first evaluation three years post participation to assess its progress towards goal. (p.73)	G. GEV I, EV1:	Record analytic model for assessing performance and report actual changes over life of program. (p.73)	Provide Plan in Spring 1989

Enabling Activities		Evaluative Activities		Time Status
G. GEV I, EA2:	Develop models for comparing project gains with relevant non-CANAL schools. (p.73)	G. GEV I, EV2:	Report models and actual comparison results as they are produced. (p.73)	Spring 1989
G. GEV II, EA1:	Develop instrument to collect baseline data annually, beginning Summer 1988 on school attendance, student discipline, honor-roll. (p.73)	G. GEV II, EV1:	Report the baseline data annually. (p.73)	Beginning Summer 1988
G. GEV III, EA1:	Develop form for collecting annual staff attendance data beginning the first year. (p.73)	G. GEV III, EV1:	Report the annual staff attendance data. (p.73)	Fall 1988

Enabling Activities		Evaluative Activities		Time Status
G. GEV IV, EA1:	Beginning year 1, develop forms to log volunteers and volunteer hours annually by participating school each year. (p.74)	G. GEV IV, EV1:	Report the results of logs annually. (p.74)	Fall 1988
G. GEV V, EA1:	Beginning Summer 1988, collect baseline data on Westinghouse student enrollment, program completeness, dropouts, employment, post-graduate enrollment for training and education. (p.74)	G. GEV V, EV1:	Report results of Westinghouse baseline data. (p.74)	Summer 1988

Enabling Activities		Evaluative Activities		Time Status
G. GEV VI, EA1:	Tabulate transfers from over-utilized to model cluster schools beginning with schools' participation in CANAL. (p.74)	G. GEV VI, EV1:	Report student transfer results. (p.74)	Summer 1989
G. GEV VII, EA1:	Beginning second year of school participation, log students' participation in academic competitions. (p.74)	G. GEV VII, EV1:	Report changes in academic competition (p.74)	Summer 1990 and Annually
G. GEV VIII, EA1:	Identify and measure indicators of school climate; monitor and document changes toward the ideal. (p.74)	G. GEV VIII, EV1:	Report the plan and results of monitoring changes in school climate indicators. (p.74)	Summer 1993

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MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: PG-1, EA-1, EV-1 (pp.33-34)

EA-1

By Summer 1988, training modules will exist for project principals and teachers in the use of item analysis reports of standardized achievement test results as a valid means of planning instruction and designing reteaching strategies for small groups.

EV-1

Schedule for and number of principals and teachers trained to to use tests results.

II. Completion Date: Original____/____/____; Revised____/____/____

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; Expected date of completion____/____/____

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: SG-1, OBJ-1, EA-1, EV-1 (pp. 35 & 37)

EA-1

By Spring 1988, the staff of the Department of Equal Educational Opportunity Programs (DEEOP) working with appropriate administrative units will have designated an underutilized school building that will be developed as a Training Center.

EV-1

By early Summer 1988, assess the capacity and quality of the physical site that will have been developed as the Training Center. Problems and shortcomings will be noted and reported to the Training Center Administrator.

II. Completion Date: Original___/___/___; Revised___/___/___

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; Expected date of completion___/___/___

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

January 17, 1989

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MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: SG-1, OBJ-3, EA-1, EV-1 (pp.43-44)

EA-1

Beginning Fall 1988, teachers from forty racially identifiable schools will participate in training activities relevant to Objective #3 at the Training Center and at local schools.

EV-1

Develop instruments for monitoring the procedures and process for selecting and scheduling teachers for participation in training activities.

II. Completion Date: Original____/____/____; Revised____/____/____

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; Expected date of completion____/____/____

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

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/_____

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: G. GEV II, EA-1, EV-1 (p.73)

EA-1

Develop instrument to collect baseline data annually, beginning Summer 1988 on school attendance, student discipline, honor-roll.

EV-1

Report the baseline data annually.

II. Completion Date: Original___/___/___; Revised___/___/___

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; expected date of completion___/___/___

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

/_____

/_____

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: G. GEV III, EA-1, EV-1 (p.73)

EA-1

Develop form for collecting annual staff attendance data beginning the first year.

EV-1

Report the annual staff attendance data.

II. Completion Date: Original___/___/___; Revised___/___/___

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; expected date of completion___/___/___

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

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/_____

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: G. GEV IV, EA-1, EV-1 (p. 74)

EA-1

Beginning year 1, develop forms to log volunteers and volunteer hours annually by participating school each year.

EV-1

Report the results of logs annually.

II. Completion Date: Original___/___/___; Revised___/___/___

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; expected date of completion___/___/___

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

January 17, 1989

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/_____

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: G. GEV V, EA-1, EV-1 (p,74)

EA-1

Beginning Summer 1988, collect baseline data on Westinghouse student enrollment, program completeness, dropouts, employment, post-graduate enrollment for training and education.

EV-1

Report results of Westinghouse baseline data.

II. Completion Date: Original___/___/___; Revised___/___/___

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; expected date of completion___/___/___

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

January 17, 1989

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/_____

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: G. GEV VI, EA-1, EV-1 (p.74)

EA-1

Tabulate transfers from over-utilized to model cluster schools beginning with schools' participation in CANAL.

EV-1

Report student transfer results.

II. Completion Date: Original___/___/___; Revised___/___/___

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; expected date of completion___/___/___

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

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MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: G, GEV VII, EA-1, EV-1 (p. 74)

EA-1

Beginning second year of school participation, log students' participation in academic competitions.

EV-1

Report changes in academic competition.

II. Completion Date: Original___/___/___; Revised___/___/___

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; expected date of completion___/___/___

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

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/_____

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL AUDIT: ENABLING ACTIVITIES

1988-89

I. CANAL Program Action: G. GEV VIII, EA-1, EV-1 (p. 74)

EA-1

Identify and measure indicators of school climate; monitor and document changes toward the ideal.

EV-1

Report the plan and results of monitoring changes in school climate indicators.

II. Completion Date: Original___/___/___; Revised___/___/___

III. Completion Status:

____Completed on____/____/____

____Not completed

____In progress; expected date of completion___/___/___

____Not yet initiated

Resources necessary for completion

IV. Additional Comments:

Appendix B

On-Site Monitoring Reports of Core Planning Team Orientations

Bennett, Dett, Hammond, and Howe 51

Dyett, Terrell, and Woodson 54

DuBois, Gale, and Dumas 56

Byford, DePriest, Gregory, and Mayo 58

Bass, Goldblatt, and Piccolo 60

Fernwood, Guggenheim, Manierre, and Williams 62

DuSable 64

Carter, Lafayette, and Stowe 66

Robeson, Kelvyn Park, Westinghouse and Orr 69

CORE PLANNING TEAM ORIENTATIONS ***

November 3, 1988 - Bennett, Dett, Hammond, and Howe

November 4, 1988 - Lowell and Sherman
(Were not Monitored)

November 7, 1988 - Dyett, Terrell, and Woodson

November 9, 1988 - DuBois, Gale, and Dumas

November 10, 1988 - Byford, DePriest, Gregory, and Mayo

November 14, 1988 - Bass, Goldblatt, and Piccolo

November 15, 1988 - Fernwood, Guggenheim, Manierre, and Williams

November 16, 1988 - DuSable High School

November 21, 1988 - Carter, Lafayette, and Stowe

November 22, 1988 - Robeson, Kelvyn Park, Westinghouse and Orr

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*** Orientation sessions also were held November 1 and November 2, 1988. The Monitoring Commission for Desegregation Implementation was not informed by Project CANAL staff and therefore, did not monitor those workshops.

November 1, 1988 - Spencer, Clark, Frazier, Hughes, and Sumner

November 2, 1988 - Hearst, Cooper, and Bradwell

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

CANAL MONITORING

AGENDA'S TITLE

DATE

LOCATION

CHICAGO, ILLINOIS

MONITORING COMMISSION STAFF PRESENT:
(SCHOOL ATTENDING) PARTICIPANTS:

I. PROGRAM CONTENT/ACTIVITIES

II. CANAL STAFF/CONSULTANTS PRESENT

III. OBSERVATIONS

- A. CONTENT RELEVANCY
- B. ENVIRONMENTAL DISTRACTIONS
- C. PROFESSIONAL PREPARATION
- D. TASK FULFILLMENT
- E. GROUP PARTICIPATION

IV. PROGRAM'S STRENGTHS AND WEAKNESSES

V. RECOMMENDATIONS

VI. ACTION

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

CORE PLANNING TEAM ORIENTATION MEETING

November 3, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Workshop: Bennett, Dett, Hammond and Howe

I. CANAL Overview

The CANAL Orientation meeting commenced at 9 a.m. with brief remarks by Ms. Mary E. Broomfield, assistant superintendent, Department of Equal Education Opportunity Programs. Ms. Broomfield thanked the participants for their willingness to work in Project CANAL. She described CANAL as a project that will address the inequities of Chicago's public education system by bridging the gaps between the "haves" and the "have nots." With the $83 million allotted for CANAL, this project, she noted, greatly differs from other programs addressing the goal of the Student Desegregation Plan because it provides time to encourage, teach and train staff, administrators and parents who will be closely involved with CANAL.

Project Director, Mrs. Phedonia Johnson told the participants that she envisioned CANAL as an opportunity to document the schools' existing accomplishments and improve in other important areas. She explained that standardized test scores often do not reflect the implementation and subsequent successes of programs like Paidea at the Goldblatt Elementary School. In fact, a degree of obvious improvements at the school was among the selection criteria for the CANAL schools.

As the program progressed, Mrs. Johnson encouraged every teacher, principal, lunchroom manager, custodian and parent present to maintain a positive mindset.

Participants of the Core Planning Team were asked to complete an activity sheet and orally share their ideas

regarding attributes of an ideal school (i.e., school facilities are conducive to learning; curriculum practical for living; and principals act decisively).

During a brief question and answer period, several participants asked about the letters, sent to the schools, from consultants interested in providing their expertise to schools involved in Project CANAL. Ms. Broomfield and Mrs. Johnson informed the group that the consultants are not linked to Project CANAL. Letters have been mailed to various schools with misleading messages about their "involvement" in CANAL and the "necessity" to immediately secure their services. Ms. Broomfield emphasized that a school's choice to employ a consultant would be strictly up to the school's core planning team. It is not mandatory, however, for any of the CANAL schools to retain a consultant believing that the consultant possesses the package guaranteed to achieve the goals and objectives of CANAL.

Mr. Theodore Wright, coordinator of District 9, conducted a skill building exercise using a picture and printed words. Individuals provided different responses regarding what they saw in the selected exercises. With his unique and effective communication abilities, Mr. Wright was able to vividly show and emphasize the diverse perceptions of reality, particularly among people with common interests (i.e., education). He also noted that acknowledging diverse perceptions and opinions makes teamwork a necessity in projects like CANAL. It is important, he stated, to respect differences of opinion and to utilize those opinions as resources to develop ideas and to solve problems effectively.

Reiterating the value of teamwork and collaborative efforts, Mrs. Johnson discussed with the participants the vital roles that school-based management and the school improvement plan have in CANAL. Then, she briefly explained the framework for developing the school improvement plan and the criteria for approval of the school improvement plan.

As the final part of the morning's presentation, Ms. Geraldine Oberman, coordinator, Department of Research and Evaluation described the importance of school-based evaluation in CANAL. She explained that the evaluation aspect of the project will help the schools assess their good and bad points. Evaluation, according to Ms.

Canal Monitoring
November 3, 1988

Oberman, is a tool that helps identify workable items, repair incomplete, malfunctioning items and terminate nonworking items.

II. Individual School Workshop (Dett School)

During the school workshop, the facilitator for Dett School described the brainstorming techniques. Later, she asked the participants to break into different groups where they were to discuss attributes of the ideal school and favorable characteristics of their home school. Once the items were determined, participants were able to see that many of the attributes of the ideal school were also favorable traits found at Dett School.

Though the participants left with an understanding of items to further improve the school, it was not obvious that they had an appreciation for the brainstorming process and the expected outcome--a wealth of ideas and opinions. The construction of the session, in this particular workshop, appeared to stifle the flow of conversation among the core planning team members.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

11-18-88

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

CORE PLANNING TEAM ORIENTATION MEETING

November 7, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Workshop: Dyett, Terrell and Woodson

II. Individual School Workshop (Dyett)

The Core Planning Team Workshop for Dyett Middle School was facilitated by the principal, Mrs. Yvonne L. Minor. Designated people of the 25-member team presented brief reports of group activities and accomplishments during the past schoolyear and during the first months of this school year. This group-discussion approach differed greatly from the methods used in other workshops. However, the participants appeared at ease discussing matters that were currently of great significance to Dyett School. to t

The Morale Committee reported that teacher morale still needs to be improved, along with the school motto and student newspaper. Behavior Modification techniques to remedy student tardiness is a major objective of the Discipline Committee. Meanwhile, the Parent Involvement Committee discussed the need to make parents and PTA more effective in the school. One possible project would find a way to guarantee the delivery of notices and other papers to parents by their schoolchildren. Finally, the Beautifying Committee stated that it wanted to continue in its efforts to improve the attractiveness of the school building.

Mrs. Minor appointed one of the members to facilitate the brainstorming segment of the workshop. During this period, the core team members discussed the characteristics of an ideal school.

At the end of the workshop, the group agreed to meet at the school on Tuesday, Nov. 22 to discuss and assess the schools needs and inform other faculty members and concerned parents about the ideas and concepts learned at the first CANAL meeting. Participants were enthusiastic as they shared

their creative ideas and possible solutions to current school problems.

Respectfully submitted,

Christy R Spears

Christy R. Spears
Professional Assistant

11-18-88

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

CORE PLANNING TEAM ORIENTATION MEETING

November 9, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: DuBois, Gale, and Dumas

I. CANAL Overview

The orientation meeting began at approximately 8:50 a.m. with background information from Mrs. Phedonia Johnson, the project director. Additionally, she gave workshop participates an overview of what they should expect in terms of the day's activities. Finally, she fielded questions from the audience.

Ms. Mary Broomfield, assistant superintendent, Department of Equal Education Opportunity Programs, was slated to speak, but did not do so during the morning session.

Mr. Domingo Trujillo, manager of Support Services for Project CANAL, presented a skill building exercise aimed at making CANAL participates aware of different perceptions. Every workshop participant was given a picture of what appeared to be a beautiful young woman. They were asked to share with one another just exactly what they saw. Some saw the young woman, some saw an old "witch-like" woman, others saw a bird, a man, a porcupine and so on. This exercise was used to point out that while people have different perceptions, if they work together then it is possible for them to share the same perceptions.

The exercise itself was quite useful in involving a diverse audience to work together and help one another to see each other's perceptions. Theodore Wright, a coordinator in District 9, handled this segment of the program at earlier workshops. Wright's presentations were more animated.

Canal Monitoring
November 9, 1988

Geraldine L. Oberman, coordinator with the Department of Research and Evaluation, emphasized the importance of research to determining the success of Project CANAL. She said that evaluation should be a tool not a burden. Evaluation gives the opportunity to look at something and notice if it works. If it works, then nurture it, if not, notice that and change it.

II. Individual School Workshop (Dumas School)

Charlotte Blackman, assistant principal at Dyett School, was the group's facilitator. In this instance, the group's facilitator was not a member of the Dumas School Core Planning Team. The objective of the workshops was to divide the Core Planning Team into groups and through collaborative discussions develop consensus characteristics of an "ideal" school.

Ms. Blackman did an excellent job of facilitating. It was a productive session with parents, teachers, a representative from the cafeteria, and the principal, Mrs. Peters, enthusiastically participating.

Respectfully submitted,

Barbara Leebens-Osilaja

Barbara J. Leebens-Osilaja

November 18, 1988

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

CORE PLANNING TEAM ORIENTATION MEETING

November 10, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Workshop: Byford, DePriest, Gregory and Mayo

I. CANAL Overview

Ms. Mary Broomfield, assistant superintendent, Department of Equal Educational Opportunity Programs was scheduled to speak at the beginning of the program but was not present. Project Director Mrs. Phedonia Johnson provided a brief overview of CANAL and answered participants questions.

Instead of rehashing the characteristics and advantages of shared-decision making and the important role it plays in CANAL, Mrs. Johnson asked the principals of the participating schools to share their experiences of collaborative efforts.

The principal of Gregory Elementary School, Mrs. Sherye L. Garmony described the relationship at the school as a two-way relationship that is essential. As a school involved in the Chicago Effective Schools Project, the school is constantly working to improve student achievement. Mrs. Garmony says that the school staff is excited about CANAL because it has plenty of other ideas.

Ms. Ruth Knight, principal of DePriest Elementary School stated that collaborative efforts have made programs like School Pride Day, the Reading Fair and the Black on Black Love Motivation Program big successes and realities. Parents and teachers go beyond the school day and provide a volunteer scouting venture program for the Depriest youth.

The skill building exercise, conducted by Mr. Domingo Trujillo, Project CANAL Manager, allowed the participants to see and hear the different perspectives of reality after viewing a picture or the type-written word. Mr. Trujillo

noted that perceptions and opinions will also vary as each core planning team member attempts to arrive at a program to meet the needs of his/her respective schools. He emphasized that there is no one way of obtaining this goal and that everyone's opinions will be valuable.

Mr. Trujillo informed the participants that an on-site media center will be equipped and ready for usage in the near future. Among other things, it will house a personal computer. He asked for their input, if they had suggestions regarding other needed items for the center.

Dr. Albert Bennett explained the importance of school-based evaluation and the evaluation aspect of CANAL. He said the evaluator will be able to take snap shots of the program over a period of time to determine whether the school should refine, abandon or further improve the program.

II. Individual School Workshop (DePriest)

Despite the unexpected absence of the designated facilitator, the Core Planning Team of Depriest Elementary School started its workshop, with the principal assuming the facilitator role.

First, Ms. Knight, principal of the school, asked for suggestions regarding ways to relay information in a meaningful, understandable fashion to remaining staff at the school and in the community. Group brainstorming produced ideas such as research and voting procedures; discussion and voting procedures; and reasonable time for respective group feedback.

The principal was particularly successful in obtaining enthusiastic participation and meaningful dialogue while concentrating on "things to improve" and "things that are okay" about DePriest School. The list of needed improvements was extensive and detailed, while the list of currently "okay" items was brief.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

11-18-88

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

CORE PLANNING TEAM ORIENTATION MEETING

November 14, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: Bass, Goldblatt, and Piccolo

I. CANAL Overview

Mrs. Phedonia Johnson, Project CANAL director, gave the usual overview and historical background of Project CANAL. The questions asked from the CORE Planning Teams ranged from where did the school system get the money to could the Core teams actually change curriculum matters.

A teacher from Piccolo School voiced her concern that the a lot of the CANAL money was being spent on re-vitalizing Oakenwald School to be the "Teacher Center" when the money should only be spent on the children.

Mrs. Johnson replied that people in Chicago look for quick solutions to the problems in the public schools and that really did not solve the existing problems. Therefore, CANAL was an attempt to develop long-range planning to construct school improvement plans for each school. The Training Center is necessary to allow teachers, parents, principals, ancillary staff and students to come together to concentrate on training away from the school site.

Mr. Albert Bennett, coordinator, Department of Research and Evaluation, gave the morning's presentation on the necessity of research and documentation of Project CANAL's efforts. He stressed the importance of keeping accurate records in order to later evaluate the positive and negative factors of each school's school improvement plan for future replication.

Canal Monitoring
November 14, 1988

II. Observations

The Monitoring Commission should send a letter to Ms. Mary Broomfield, assistant superintendent, asking for each CANAL participating school's profile, this year's budget, and how the budget was determined for each school.

Additionally, upon completion of the orientation for the CORE Planning Teams, a letter should be addressed to Ms. Broomfield asking for a head count of the participants -- meaning did those people who were named to the CORE Planning Teams actually show up. In some of the afternoon workshops I attended, the principal was not there. Also, the letter should ask how each CORE Planning Teach at each school was picked: Did the principal appoint them or was there an election? Also, ask for a list of each CORE Planning Team's officers and school-based evaluator.

The afternoon workshop facilitators: Ask for a list of all of the facilitators, how they were picked, what tie do they have to the school system, and were they trained in a workshop so that they could facilitate similarly.

CANAL staff does not eat lunch with the Core Planning Teams. Only Mrs. Johnson eats lunch in the cafeteria. This would be an ideal time for the Core Planning Team participates to informally mingle with CANAL staff to ask more questions concerning the Project, their expectations, and their fears.

Finally, while the workshop is an excellent time to interchange ideas with teachers, principals and other staff from other schools, most of the participants do not mix with others from the different schools. Both in the auditorium and the cafeteria, school personnel sat only in their school groups. And an attempt must be made to include everyone's opinion from the Core Planning Teams. In one of the afternoon workshops, two of the attending parents sat away from any of the groups and did not participate.

Respectfully submitted,

Barbara J. Leebens-Osilaja

Barbara J. Leebens-Osilaja

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

CORE PLANNING TEAM ORIENTATION MEETING

November 15, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Workshop: Fernwood, Guggenheim, Manierre and Williams

II. Individual School Workshop (Manierre)

The workshop for Manierre Elementary School included 20 members of its core planning team and the designated facilitator for the session, Ms. Charlotte Blackman, assistant principal of Dyett School.

This particular workshop began on a positive and enthusiastic note. The facilitator encouraged each person to describe or tell things about himself or herself that fellow core team members were unaware of before the workshop. The facilitator later explained that the workshop was intended to help them understand CANAL as a process and to become more comfortable with group dynamics. First, as a large group and later in smaller groups, core planning team members engaged in another exercise that targeted creative, unrestrained thinking and verbal acceptance of others' ideas.

Following this exercise, the facilitator told them that they had been participating in a brainstorming session. She explained that in brainstorming for ideas, concepts and methods to be used in CANAL, it is important to realize the value of everyone's opinions--just as they had during the course of the exercise. She admitted that brainstorming becomes particularly challenging when it involves a diverse group of people, backgrounds and experiences.

Criticism of others' ideas are often provoked in these situations. However, the facilitator encouraged the participants to avoid judging others view points. The more ideas, the better the outcome of the program and the closer the school will come to improving student achievement.

Next, the smaller groups sought to reach consensus

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regarding the attributes of the ideal school and to determine similar qualities found at Manierre.

Some of the interesting characteristics of the ideal school included the existence of a spiral curriculum (curriculum which can be found at every grade level in similar form or structure).

At the end of the brainstorming session, the facilitator provided her observations and assessments of the workshop. She noted that members of various groups worked well together and even appeared to enjoy each other's company as they discussed various topics. The task-oriented person(s) in the group were easy to identify because he/she reminded members, after a certain amount of time elapsed, to move quickly to the next agenda item. Finally, she alerted them to the many negative thoughts and mindsets that surfaced when groups were asked to consider Manierre's similarities to the ideal school. She explained that members of the core planning team must first recognize that the home school has good points and that the school has some success stories.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

11-18-88

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

CORE PLANNING TEAM ORIENTATION MEETING

November 16, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: DuSable High School

I. CANAL Overview

Mrs. Phedonia Johnson, Project CANAL director, gave the usual overview and historical background of Project CANAL.

The Core Planning Team from DuSable High School was a very enthusiastic group. You could feel the energy and creativity eletrifying the room. Several teachers remarked on how wonderful it was that the high school was selected to participate in CANAL. Ms. Mary Broomfield, assistant superintendent, did not give her welcoming remarks in the morning. She did speak early in the afternoon and said that CANAL was an opportunity to change the total learning environment upon which the group enthusiastically cheered.

Domingo Trujillo, manager of Support Services for Project CANAL, presented the skill building exercise to expose the Core Planning Teams to various perceptions. It's an effective exercise and is enjoyed by the entire audience.

Following the usual agenda, Ms. Geraldine Oberman, coordinator of the Department of Research and Evaluation, gave her daily pitch for the importance of research. Once again, she stressed that evaluation should be a tool and not a burden, gave her "favorite" definition of evaluation -- "Evaluation gives the opportunity to look at something and notice if it works. If it works, then nurture it, if not, notice that and change it." She also spent a lot of time describing the role of the school-based evaluator and what the criterion was for selection of that person. A complete position description was in every packet.

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II. Individual School Workshop (DuSable High School)

Julio Cruz, coordinator with Department of Equal Educational Opportunity Programs, and Vernita Williams, a desegregation implementation coordinator for District 17, were the facilitators for the afternoon workshop. Both were excellent in facilitating the two activities trying to develop characteristics of an "ideal" school using consensus.

The DuSable High School Core Planning Team eagerly participated and listed such "ideal" items as an underground parking lot, a lunchroom with soft music, a clean and safe school building, students who are attentive, eager, and physically ready to learn.

III. Observations

The principal was not at the afternoon workshop. While is it understandable that for emergency situations the principal should be able to leave, it is indeed unfortunate that he was not present. Talking with the teachers, I learned that the principal is a new principal. So it would seem doubly important that the principal try to attend every session not only to be able to know his staff better, but also to grasp the school-based management concept.

One of the counselors selected for the CORE team told me that while the DuSable staff was very enthusiastic and hard working, it was difficult for a newcomer to break into pre-established cliques. Since she did not go to DuSable every day, it was hard for her to get cooperation from the faculty when dealing with students.

Additionally, two lone parents sat at the back of the room at first not involved in the task of listing "ideal" school characteristics. Later, one of the facilitators noticed them and asked them to join two separate groups where one of the parents said, "I think the teachers should answer this because they are educated and they have to work there on a daily basis."

To be successful in the school-based management concept, there is going to have to be a lot of work done to break down these different mind-sets or this program will have trouble getting off the ground.

Respectfully submitted,

Barbara Leebens-Osilaja

Barbara J. Leebens-Osilaja

November 21, 1988

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

CORE PLANNING TEAM ORIENTATION MEETING

November 21, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Workshop: Carter, Lafayette and Stowe

I. CANAL OVERVIEW

Project Director Mrs. Phedonia Johnson briefly informed the CANAL participants of the project's educational origin and its ultimate goal: to increase the reading and math achievement levels by the end of the five-year period.

She asked the principals and/or staff members of the schools to describe current activities that the schools are involved in as a result of collaborative planning. Mrs. Rita Mitchell, principal of Carter School told of the parents and teachers' work to conduct a Grade Level Open House. At designate times during the year, each grade level provided a showcase of its activities and accomplishments. Parents were encouraged to attend these events to discuss their child or children's educational progress. At Lafayette School, the children designed their own wall murals. Faculty was on hand to merely coordinate and watch the children at works. Students' work at school created a feeling of school pride and ownership. school.

Mr. Domingo Trujillo conducted the skill building exercise using a picture and printed document. Once the participants began to share all of the different images in the pictures and the number of letters in the document, Mr. Trujillo was able to demonstrate the vast differences in perceptions and views of reality, particularly among people who have common interest. He pointed out that this will be an on-going idea through Project CANAL's training sessions and the individual school core planning team meetings.

The questions and comments that were voiced during the question and answer session were evidence of clear resentment, skepticism and boredom. Several of the teachers

present questioned the Board's expectations to raise achievement levels when the failed programs of years past are evidence that programs alone will not suffice. Mrs. Johnson quickly pointed out that CANAL differs greatly from past efforts because it is a project and a process: one that sets in motion a particular educational improvement technique and allows it to function even after the base project (CANAL) is discontinued.

Other questions of the teachers and administrators centered around the Board's support of the project and its willingness to honor waivers once they are presented by schools. Mrs. Johnson assured them that the Board fully supports CANAL and has agreed to the use of waivers because it will enhance the concept of school-based management and possibly ensure better results.

Apparently angry and baffled by the five-year period waiting period, one teacher asked why should they have to wait that long before they see real results of that efforts? Mrs. Johnson noted that it will take this long for the process to work and produce real changes--changes that can be documented and replicated.

Mrs. Johnson told them that she welcomed their questions because it allowed an opportunity to dismiss any of their preconceived notions or misunderstandings about CANAL before plunging into the project.

II. Individual School Workshop (Lafayette)

Facilitators Ms. Melva Samuels and Dr. Julio Cruz of the Department of Equal Educational Opportunity Program encountered additional resentment and anger during the workshop.

During the brainstorming exercise regarding attributes of the ideal school and the home school, members of the core planning team openly voiced disappointment because they though that the workshop was intended to discuss needs of the schools and the plans to implement those needs. The teachers and principal informed the facilitators that they had been exposed to the brainstorming techniques and the basis of CANAL at previous meetings. In the future, they would like to be provided with an agenda listing the

day's activities and objectives so that they can avoid replication.

The resentment was seen as various participants refused to write their ideas on the large poster boards provided. They chose, instead to tape the previously written responses onto the boards. Furthermore, some participants said that they could not arrive at a consensus regarding positive aspects of the school. They declared this as an act of honesty.

At the end of the workshop, the facilitators shared their observations with the core planning team. They told them that they sensed resentment among the members and saw an inability to stick to the task at hand. Both facilitators attempted to impress upon the participants the importance of having a vision for their school so that they are able to envision positive ideas and goals for Lafayette.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

11-29-30

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

CORE PLANNING TEAM ORIENTATION MEETING

November 22, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: Robeson, Kelvyn Park, Westinghouse, and Orr.

I. CANAL Overview

Mrs. Phedonia Johnson, the project's director, gave the historical overview of CANAL and answered questions from the Core Planning Team participants from the four schools.

During the overview Mrs. Johnson said the CANAL staff had articles based on school-based management projects in other school systems, but did not include them in the daily training packets for fear they would bias Core Planning Team members.

Ms. Mary E. Broomfield, assistant superintendent, arrived at approximately 10:15 a.m...shortly after a 15 minute break. Ms. Broomfield gave historical background on the Consent Decree, the Desegregation Plan and the "$86" million Settlement Fund. She said that it was important for the Core Planning Teams to "dream a little" so that they could prove that "urban education can work." She said that CANAL was not about picking programs, but for "changing attitudes."

Domingo Trujillo, manager of Support Services for Project CANAL, presented the skill building exercise as usual.

Ms. Geraldine Oberman, coordinator of the Department or Research and Evaluation, stressed the importance of documenting CANAL information through surveys and observations.

CANAL monitoring
November 22, 1988

Some of the teachers asked Mrs. Johnson why it was necessary to spend money renovating Oakenwald School for CANAL. These teachers felt it was a waste of money when the schools needed so much.

Returned to the office at lunch time.

Respectfully submitted,

Barbara J. Leebens-Osilaja

Barbara J. Leebens-Osilaja

November 23, 1988

Appendix C

On-Site Monitoring Reports of School-Based Management Training and Selected Day-One Handouts

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SCHOOL-BASED MANAGEMENT TRAINING -- DAY ONE

November 28, 1988 - Gary Phillips gave overview.

November 29, 1988 - DuBois, Dumas, Gale, and Woodson

November 30, 1988 - Bennett, Byford, DePriest, and Howe

December 1, 1988 - Principal's Meeting.

December 2, 1988 - Guggenheim, Manierre, Sherman, Terrell, and Williams

December 5, 1988 - Carter, Clark, Frazier, Hughes, Spencer, and Sumner

December 6, 1988 - Bass, Goldblatt, Lowell, and Piccolo

December 7, 1988 - Bradwell, Cooper, Dett, Hearst, and Stowe

December 8, 1988 - Dyett, Fernwood, Gregory, Hammond, Mayo, and Moos

December 12, 1988 - Robeson, Kelvyn Park, Westinghouse, and Orr

December 13, 1988 - DuSable and Lafayette

Handouts For page 1 of 12

DEPARTMENT OF EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS

Project CANAL

SCHOOL BASED MANAGEMENT TRAINING – DAY ONE

AGENDA

8:45 A.M. MORNING SESSION

Opening Remarks..... Ms. Mary Broomfield
Assistant Superintendent

Phedonia Johnson
Project Director

The School Improvement Process
-New Meaning of Power

Human Development Activity

-BREAK-

The Importance of Mindsets

Video **"Discovering the Future Today"**

Rewarding Excellence and Improvement

- LUNCH-

1:00 P.M. AFTERNOON SESSION

A Tool for Shared Decision Making
-Building Concensus with Nominal Group Technique

-BREAK-

Video **"Move on Mindsets"**

Re-Capping the Day

Trainers: Kenneth Addison, Jeanne Baxter, Diane Ehrlich, Ray Golarz, James McCampbell, Eric Witherspoon

Schools: Robeson H.S. - Room 102; Westinghouse - Room 106; Kelvyn Park- Room 104; Orr H.S. - Room 108

School Based Management Training DAY ONE 2 of 12

WHAT IS NGT?

Nominal Group Technique (NGT) is an approach to group process that helps enhance community goal setting. It is a method for structuring small group meetings to allow individual judgements to be effectively pooled and has been used in business and government to foster citizen participation in program planning.

WHAT ARE THE BENEFITS OF NGT?

NGT is a technique that is especially helpful in identifying problems, exploring solutions, and establishing priorities. It works well in groups where you want to neutralize differences in status and verbal dominance among group members.

HOW DO I USE NGT?

NGT typically includes four steps:

1) silent generation of ideas in writing: each participant writes as many responses to the question as possible

2) round-robin recording of ideas: each participant contributes a single idea which is recorded on a flip chart. Discussion of ideas is NOT permitted at this time. Go around the room and record all ideas verbatim until all ideas are listed

3) discussion/clarification: all items on the list are discussed if any clarification is needed--the participant who suggested the idea is responsible for clarifying it

4) select and prioritize: participants identify the best ideas and rank order their preferences on index cards. The index cards are collected and counted. Tally the results. You may want a group to prioritize their highest three preferences and assign a value of 3 for the first choice, 2 for the second, and 1 for the third (this will vary with the size of both the group and the size of the list.)

BEST COPY AVAILABLE

School Based Management Training Day One 3 of 12

WHEN DOES NGT WORK BEST?

Before NGT is used, the group facilitator should:

- formulate the question
- assemble supplies (flip chart or large sheets of paper, markers, masking tape, and 3x5 cards)
- arrange tables (the best arrangement is a U-shape)
- train inexperienced group leaders.

The ideal size of an NGT group is 5-9 members. With an average-size group the process takes between 60 and 90 minutes.

School Based Management Training 4 of 12

NOMINAL GROUP TECHNIQUE

TALLY WORKSHEET

ITEM NO.	STRATEGY :	POINTS	TOTAL POINTS

643

School Board Management Training

DAY ONE 5 of 12

ESSENTIAL MINDSETS

Students	Teachers
1. Learning is important and valuable, "useful for lifetime"	1. Making a Difference
2. You Can!	2. Continuous Improvement
3. I won't give up!	3. Pursuite of Excellence
4. You're special	4. Predict-Prevent
5. JOY as dominant emotion	5. JOY

NATIONAL SCHOOL IMPROVEMENT PROJECT
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School Based Management Training Day One 6 of 12

Essential Mindsets (Convince Every Student)

1) What you're learning is important and valuable.

"Emotion is a critical ingredient of the Art Part of Teaching"

Ted Sizer in Horace's Compromise has documented the small percentage of students who feel and believe what they are learning is important (beyond Friday's test). Creating intellectual curiosity is not only a desirable attribute but essential for retention of learning.

Teacher's should never say, "you need this for Friday's test." Instead, teachers might describe how this new learning will enrich your life for the rest of your life; make living more enjoyable, easier, more purposeful.

It is important that the learner develop a vision (imagined movie) that is emotionally attractive related to what is being taught. Teaching to Friday's test is demeaning to the learner and to what we are about as educators. We must evaluate the dignity and importance of what it means to be a learner in the mind of the learner.

Warranty:

Some teachers have the courage to offer a warranty: "In this class every student, every day will be helped to learn something important enough to be useful for a lifetime by the student's perception."

2) You Can

Students who feel capable, act capable. Students who feel stupid, act stupid.

"The emotion of the learner rules the results"

Schools often kill the spirit of the learner by convincing them they are incapable. Skilled teachers believe the students even when they don't believe in themselves and are convincing in communicating this belief. David McClelland describes the importance of "achievement motivation" or expectancy of success to actual performance.

Treating students "as if" instead of "as is" is a simple but effective way of altering this mind set. Providing different methods or instructional options can also alter the proster or memory pattern of the learner. Any amateur can treat a student "as is" and will make matters worse but it takes a professional to have a vision of improvement and treat the student "as if".

Cooperative learning groups, for example, often increase learner involvement and reduce the isolation and pain of individual competition in the learning environment.

Student perception becomes reality.

I am not who you think I am.
I am not who I think I am.
But, I am who I think you think I am.

3) I won't give up!

Teachers who refuse to give up on the learner and communicate this convincingly are much more successful than teachers who believe and practice, "some kids are not going to learn no matter what you do."

The research of Benjamin Bloom with mastery learning should convince any teacher that all students can succeed just by accommodating two variables:

a) time - some students require more time than others.
b) methodology - some students learn by different methods.

In my own book co-authored with Maurice Gibbons of Simon Fraser University, we have detailed "63 WAYS of Teaching or Learning Anything". We have since added 34 more methods. Placing these methods visibly on the classroom wall and inviting students to choose the most effective, efficient, and pleasurable method empowers the student to accentuate their own uniqueness as a learner.

Using competencies or learner outcomes as a clear focus which permits students to adjust time and methodology not only promotes student ownership and success but equips students with the 14 essential skills of self-directed learning. MOST students are quite capable of designing and directing some of their learning. After all, is not self-education one of the ultimate goals of education?*

* See attached Self-Directed Learning Work Sheet

School Based Management Training — Day One 8 of 12

4) You're Special

Students who feel special, act special.
Students who feel otherwise, act otherwise.

How does a teacher help every student feel special?

Resolved: "Every student an expert at something of their own choosing"

One method is the commitment to the concept and practice of helping every student become expert at something of their own choosing. The area of expertise need not be directly related to the content being taught. We all get out self-esteem from those things we do well or perceive we do well; especially if this is acknowledged, nurtured, prized, and celebrated by our culture and adults we admire.

Cyrus Field stated that the goal of education was not to learn something about everything but everything about something. John Goodlad recommended in A Place Called School that 10% of the school's curriculum time be spent on helping every student become expert at something of their own choosing.

Richard Pryor once described an elementary teacher who recognized and valued his humor rather than admonishing him. She not only made Richard feel special, but scheduled periodic class events where he was to plan and execute a comedy act.

Many students exhibit leadership which is untapped or even negatively directed without understanding the power and importance of such unique traits. Redirecting and harnessing such talent not only helps the student but can assist the teacher.

Other students may excel as natural helpers, public speakers, media, music, art, drama, etc.

Tragically, with some students we may never know their special area of excellence.

5) Joy

Joy should be the predominent emotion of learning. Joy is not fun, entertainment, or even comfort. Joy, however, is that inner feeling that comes from taking on a demanding challenging, and seemingly impossible task and staying with the task until the learner experiences success often to their own surprise.

This "ah-hah" experience should occur in every classroom, everyday for every student. The emotion of joy that accompanies this experience creates new, favorable mind movies and internal associations and external expressions of pride and competence for future performance.

Providing challenge experiences for students demands failure as an on-going part of learning. Students can only freely risk failure in an atmosphere where the teacher is vulnerable enough to model risk-taking and even failure and where they also regularly experience the joy of triumph over their own fears.

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ANALOGICAL TEACHING

What it Takes to Teach Some of Today's Students: Movies of the Mind

We learn and remember nothing we read or hear unless the mind creates movies...
(1) movies of remembered life experience
(2) movies of imagined life experience

Mind movies are primarily sensory or analogical, representing the internal associations the learner experiences as new material is provided. The internal associations include emotional or feeling reactions as well as imagery of past experience, voices of the past, olfactory, taste, and even tactile associations.

Many of today's students are more difficult to teach because they are losing this capacity to convert information into remembered or imagined life experiences. Today's students are having fewer real life experiences due to media impact and relative isolation and estrangement from adults. Media provides vicarious life experiences but provides the movie rather than forcing the mind to remember and imagine.

Physicist Karl Pribram's Holographic Theory of the Brain explains how these internal associations to new learning form to resist, distort, or assist in processing and remembering new learning.

School Based Management training Day One 12 of 12

"Emotion is the venicle, New learning is the passenger, Enduring understanding the destination"

Anthony Robbins has described the above model as a way of depicting the human reaction to new learning. Moshe Feldenkrais suggests that if we change either the internal association or the external expression, then the other will change.

Practical applications of this theory include tending to the mindset of the learner prior to the introduction of new material.

Emotion may be the forgotten factor in teaching. Students do not learn from emotional monotones.

Most of these internal associations (except cognition) are sensory or right-brained (limbic) and therefore are often analogical or unrelated consciously. These associations often operate like a night dream or fantasy but have powerful effects on the chances of undistorted memory.

"We rarely have cognitive memory unless we first have sensory memory."

Robert Theobald has stated that I can teach only that which you already know. When the learner has a vivid sensory memory related to new material, the new learning is much more easily processsed and therefore remembered. Students who experience negative internal associations or painful memory bring a mindset that increases distrotion or re jection of the new learning. The learner will then often repeat a familiar external expression as a complement to the internal reaction (expect and experience boredom and failure for example) or tun out and run a new mind movie (fantasy) unrelated to the new learning.

Some students have become better at remembered life experience while others with imagined life experience. Brain dominance is the most likely explanation for this occurrence. Ideally, learners should be able to run vivid movies of both remembered and imagined life experience related to what is being taught.

The capacity to improve movies of the mind is a metacognition process that can be taught. Some methods of teaching develop these intuitive skills in learners far better than others. For example, even when a learner has no rich remembered life experience the teacher can use a metaphor, story, or even guided imagery to supply the missing sensory association for memory.

Teaching to imagined life experience may be even more important than to remembered life experience. This is particularly true with students who bring a negative memory or prester (as described by Leslie Hart) as an internal association to the new learning. Assisting students in imagining new life action needs to be done,using Pribram's Holographic Chart, much earlier. This can be accomplished by vivid mental rehearsal using all the senses (i.e., having students imagine successful performance or overcoming irrational fears).

Providing new life experiences accompanying the new teaching can also facilitate vivid mind movie making. Demonstrations that model excellence as well as those that reveal the wrong ways of performing increase the degree of change in external expression as well as internal association and therefore both memory and transfer of the new learning. Visualization, simulations, as-if actions, and challenge activities (forcing first-time action or confrontation of irrational fears) are all methods that are powerful in assisting the learning process. Repeated practice with coaching and teaching others are even more effective.

Internal Associations	External Expressions
emotion-feeling	posture
remembered experience	facial expressions
images, models	voice tone, inflection,
sounds, voices, platitudes	speed, variability
touch, taste, smell	eye movement
cognitive or information recall	speech

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING ORIENTATION SESSION

November 28, 1988
Oakenwald Elementary School
Chicago, Illinois

I. School Based Management, A National Perspective

Dr. Gary Phillips, director of the National School Improvement Project in Seattle, Washington, displayed his creative and lively teaching techniques as he discussed the significant role of school based management in Project CANAL with the representatives of the core planning teams from the 40 demonstration schools.

During this half-day orientation session, Dr. Phillips shared some educational insights and proven methods of ensuring an efficient working relationship in a project based on school based management.

He suggested that teachers, parents and administrators must understand all children cannot be taught in the same fashion. Some children learn through the regular passive, rote memorization method, while others require a more active life-experiences approach. The recognition of these differences and a willingness to establish adaptable teaching styles to help children who are often difficult to reach is the key to educating all children. He noted that teaching and helping students becomes particularly difficult when children lack the life experiences to bridge them from school work to reality. Dr. Phillips stated that teachers and administrators must ensure enriched experiences to help children understand or make sense of life. Education, he contended, can actually expand the vision of a child's world and transform her life.

To initiate this transformation, Dr. Phillips believed that education rituals are needed in the home. Children must have access to adults who can satisfy their curiosities, provide information and provide clarification on an array of matters. This access to adults can ensure that children have visions of living a better life--aspirations. Dr. Phillips pointed out that schools are not currently set up to provide or enhance life experiences.

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Perhaps one of the most important school based management concepts presented, was the empowerment of children during their quest for educational achievement. Dr. Phillips noted that children must be taught and shown the importance of learning in the home and the school. Parents can do this by encouraging their children to read books and magazines and doing likewise.

II. Group Brainstorming Session

Following Dr. Phillips' discussion, principals, teachers, ancillary staff, parents and students established groups respectively. While in these groups, the participants brainstormed for rituals that will help parents, teachers and children become better or worse in a school environment. The facilitator assigned for the parents' group never arrived. However, by the time Dr. Phillips came to the parents' room to check on their progress, the parents had already divided into groups and had began their discussion. A few parents considered his concern for stimulation of thoughts during their brainstorming session as an annoyance because he appeared to be telling them what to think. They were referring to Dr. Phillips' listing of the four rituals written below:

(1) Daily positive conversations about school with child (parents should provide two compliments for every criticism made);

(2) Child should teach parents what he or she learned at school or considers valuable;

(3) Parents should show or model that learning is important; demonstrate learning to child; and

(4) Parents must have vision and treat child as though he or she is in his or her improved educational stage.

Parents considered rituals like children being interested in school, parents providing a sense of direction and responsibility and knowledge of the community as positive things within a school environment. The negative rituals parents complained about included teachers' lack of punctuality and professional etiquette. They also shared their concerns about so few parents attending PTA meetings.

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The groups reconvened with Dr. Phillips in the auditorium and shared the lists of rituals that they considered significant.

Finally, the participants were asked to engage in a question and answer session. Though there were no questions, Mrs. Phedonia Johnson, CANAL project director, asked Dr. Phillips to discuss some of the interesting outcomes of the school based management model. He stated that he has found that children and parents who are involved in these school based model really do care about learning and education. Their interests heighten when particular techniques are used to fully intrigue and engage them.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

12-5-88

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING -- DAY ONE

November 29, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: DuBois, Dumas, Gale, and Woodson.

I. Morning Session

Ms. Mary E. Broomfield, assistant superintendent, and Mrs. Phedonia Johnson, Project CANAL director, welcomed participants. Mrs. Johnson introduced the speaker, Dr. Ray Golarz, superintendent of schools in Hobart, Ind. He spoke on "The School Improvement Process -- New Meaning of Power."

Dr. Golarz talked about ownership -- the ownership of the school improvement plans...how it was important to get everyone's opinion. If someone disagrees, ask them to join the team in improving the schools.

Jeanne Baxter, a professor of education at Northeastern University, asked the Core Planning Teams to participate in a human development activity. She asked them to think for one minute about one person who influenced their life. Then she asked several persons to give examples of those people and why they effected their lives. She said research showed that if two people helped you during your life, it would have a positive effect.

Had a 15 minute break and returned to the auditorium once again to hear Dr. Golarz. The Core Planning Teams sat at tables in front of the auditorium seats. It was very difficult to hear and often difficult to see for persons at the back.

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Dr. Golarz spoke about breaking down mind sets so that the Core Planning Teams would be open to innovation. He said that the faculty, staff, parents, and students at their schools would say things like "You really bought it!...You believed them that this would be something to help the children...This is just like everything else."

He said it would be necessary to break the mind sets down in order to have effective school based management. He gave three examples of mind sets:

1. Judeo-Christian Mind Set

   Reality is reality -- there are just some things that don't change. There are some kids that will never be a success, no matter what you do.

   --Gave an example of an Indiana high school that annually sent students who the faculty had pinpointed as "potential leaders of the future" to Notre Dame. The typist sent a letter to John T. Williams instead of John P. Williams. John T. was a juvenile delinquent, while John P. was a scholar etc.

   The high school received a letter commendating them for sending John T. to the workshop for he definitely was a "leader of the future". John T. believed he was a leader after he got the letter. (Morale: We can fashion reality).

2. Winner versus Losers Mind Set

   Someone always has to win and someone always has to lose. The bell-shaped curve is just a mind set. Why can't everyone win... why can't every one get "As"?

3. If We Do Better Mind Set

   Dr. Golarz gave examples of students who were reading just a little better at the end of the semester, but still we not reading at grade level. This mind set does not recognize such an accomplishment.

Additionally, Dr. Golarz gave other personal experiences relating to changing "mind sets". Some of the personal stories were a bit long and the listener was waiting for the point of the story. Overall, he was a very motivating speaker, but should have interjected more examples of Hammond's development of the school based management concept.

After this discussion on mind sets, Dr. Golarz showed a video entitled, "Discovering the Future Today" with Joe A. Baker who developed all these paradigms after 10 years of research. The power of the paradigm does not allow us to see what is really happening. He showed a group of cards very fast, then he slowed it down a bit and finally, flipped through them very slowly. He pointed out that we saw the cards as we wanted them to be not how they really were such as a red three of spades.

Video was interesting, but it was shown on two televisions at the front of the room. It looked like it was a third generation tape --poor quality and very difficult to hear.

This was followed by a short exercise on determining ways to reward excellence and improvement led by Mr. Garrett, assistant superintendent of the Hammond, Ind. schools. It was quite effective in pointing out the errors of some mind sets in rewarding excellence and improvement.

II. Afternoon Session

Dr. Golarz summarized the morning's activities. He introduced Ms. Baxter who talked about consensus building. Then she introduced Diane Ehrlich, an assistant professor of education at Northeastern University. Dr. Ehrlich talked about Nominal Group Technique (NGT), an approach to identifying programs, exploring solutions, and establishing priorities. Because she did not use a microphone, it was difficult to hear her. The material is very important to the developing the school improvement plan, but Dr. Ehrlich did a very poor presentation and it was unclear just exactly what she was talking about.

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III. School Workshop (Dumas School)

This Core Planning Team did not understand what consensus meant and they tried to vote on what their priorities for how to achieve an "ideal" school were. Since they did not understand NGT, it was difficult to do.

Instead the Core members did not want to do the exercises that would help them to develop the skills necessary to participate in consensus building. They just wanted to sit down and make up the school improvement plan and not waste any more time being motivated by outsiders.

IV. Observations

Dumas School was a perfect example of what Dr. Golarz talked about early in the morning session -- about people who had certain mind sets and were struggling to keep them.

CANAL is an innovative idea but it just won't work unless the Core participants change their mind sets or paradigms.

Respectfully submitted,

Barbara J. Leebens-Osilaja

Barbara J. Leebens-Osilaja
November 30, 1988

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING SESSION

November 30, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Training Session: Bennett, Byford, DePriest and Howe

I. Morning Session

Mrs. Phedonia Johnson welcomed participants to the school based management training session for CANAL. She informed them that school based management is an essential element of Project CANAL because of its inherent power-sharing and consensus building aspects.

Dr. Ray Golarz, one of the three trainers for the day, emphasized to the core planning team members the importance of participants--all participants-- having a feeling of power or ownership in CANAL. He contended that the concept of shared power is essential for the success of CANAL. Since CANAL will modify the way schools are currently operated, the principal and the core planning team must invite all persons to become active participants.

He informed the core planning teams that any uncertainty and confusion experienced by the participants are normal reactions to the introduction to CANAL because it is different from anything else the school system has ever implemented. Dr. Golarz further stated that diversity should become a key factor in selecting and asking persons to become involved in a plan to improve the schools. Diversity increases excitement and enthusiasm. He emphasized that power is greater when shared. People, like the principals, must be able to relinquish power, recognizing that the ideas of the project and the process must be wanted, owned and understood by others.

Another trainer, Dr. Jeanne Baxter discussed the group's

thinking mode as a vital part of the CANAL process. Dr. Baxter maintained that the vision concept mode is more effective than the problem solving mode because the former accentuates the positive while the latter accentuates the negative. Furthermore, embracing the vision concept allows the core planning team and the school at large to focus on improvements and positive expectations. She explained that Project CANAL embraces vision creation as opposed to problem solving because visions focus on a positive approach in implementing changes within the school environment.

Dr. Baxter reiterated the importance of diverse involvement in the process, pointing out that all persons are significant. Participants then engaged in a human development activity which is intended to help people recognize their self-worth and the worth of others by encouraging participants to share stories about the influential people in their lives.

Following this activity, Dr. Baxter discussed the importance of consensus building and brainstorming in the changing of mindsets or paradigms. She noted that the alteration of obsolete mindsets or ways of thinking or doing things will be the key to the success of the school improvement plans and CANAL. Underscoring this point, she told a story of John P. Williams, the scholar, and John T. Williams, the not-so-scholarly student, both from a high school in Indiana. Due to a record error, John T. Williams was invited to a student conference at Notre Dame. Despite this error, the student exemplified great student leadership skills and apparently gained new personal insight. The conference administrators called the high school principal to inform him of the student's great contributions at the conference. Dr. Baxter explained that the student's mindset was altered by this experience.

She then showed the video titled "Discovering the Future Today". During this film, the narrator described and revealed the significance of paradigms in society. As a set of rules which set boundaries, paradigms function to filter information attempting to get to the brain. The filtered information often becomes distorted to accommodate a person's existing paradigm system. The film was quite insightful because it demonstrated the many instances where paradigms dramatically influence judgments and perceptions. Specifically, the narrator of the video suggested that American's image of Japanese imported goods has changed from an absolutely negative view during the 1960's to an overwhelming, positive outlook in the 1980's. This change

surfaced because of the Japanese business market's determination to manufacturer better goods and to dramatically change consumers, particularly American consumers' opinions of the Japanese products. The narrator further stated that paradigms are a two-edge sword: They can cut away or distort ideas or cut into new ones and provide new insights. Essentially, a person can choose to dispense with one paradigm and adopt another. However, should an institution--educational or otherwise--choose to ignore the need for fresh ideas and insights, it will acquire paradigm paralysis, a terminal condition.

Following the video, the participants formed small groups for the brainstorming activity. The groups were asked to generate mindsets or paradigms that function as positive or negative factors within the school environment. This activity enhanced interaction among the attending core planning teams because the seating arrangements encouraged participants to talk to persons other than those from their home school. Additionally, the trainers walked around to the groups to motivate and field questions. Listed below are some of the interesting mindsets which emerged from the brainstorming exercise:

- Bad kids go to the office.
- Students sitting at desks are actually working.
- Lack of parent participation.
- Middle Grades are unruly or hard to control.
- Lack of communication between teachers and principals, between students and teachers and between teachers and parents.
- Quietness equals learning.
- Parents don't care.
- All teachers are interested in learning.
- You have to be black to control a class.
- Children from broken homes or low income areas are unable to learn.

- Standardized test results are considered true reflections of teachers' and students' accomplishments.

As these mindsets were being shared, one teacher commented to the trainers that she is eager to break away from the negative paradigms, but given the Board's rules and regulations, she inquired how realistic is it to really expect the Board to agree with her decision to break away from a negative mindset without the threat of losing her job?

Mrs. Johnson intervened, stating that the change of mindsets and paradigms within the school and the system will be a collective, collaborative effort; therefore, it cannot be tackled alone by a sole individual. She noted that the decision to make changes within the school must be a decision that many agree with and will work toward. Over a period of time, Mrs. Johnson added, things occurring within the CANAL process will require that the Board change some of its rules and regulations. But these changes--school and systemwide--she insisted, must occur as the result of a group's collective effort.

II. Afternoon Session

The limited or nonexistent process for rewarding improvements was the next subject discussed by Dr. Baxter. She noted that rewards are usually given to persons exemplifying excellence (i.e. Olympic Gold Medals, honor rolls). Seldom are persons in society awarded for their improvements. Participants spent a few minutes to think of ways to reward improvements shown by students, teachers, parents, principals and community people within their school environment. The following ideas were expressed by the participants: participation awards; affection/compassion; telephone call to parents to describe child's improvement; recognition of parental involvement; and field trips.

Trainer Dr. Diane Ehrlich introduced another thinking and idea generating process called the Nominal Group Technique (NGT). NGT is intended to "enhance community goal setting" by creating small groups of persons who can share their ideas and opinions, thereby fostering participation in the planning of a school improvement plan. With this in mind, Dr. Ehrlich demonstrated the usefulness of the technique with the help of a volunteer group. Answering the question "What would you buy for your

school?," each person in the small group was asked to silently brainstorm and write responses to the question. The responses were later written on a poster, explained by the author and combined with similar responses, unless there was disagreement. Points were assigned to the first, second and third choices. Participants were asked to assign numbers to the ideas which they believed to be important. The scores were tallied, revealing the items that group members found important.

In separate rooms, the core planning teams used NGT to answer this question: How can we be sure that school based management will be successful in our building? Despite the disturbing presence and participation of an outsider, the Howe School's Core Planning Team attempted to engage in the consensus-building technique. The participants' ideas included checks and balance system, strong leadership, mindset changes and cooperative working relationships.

Perhaps other ideas would have emerged from this core planning team had the CANAL staff detected the presence and interference of the outsider. The participants appeared to be annoyed by his participation in the process and the discussions which pertained to the betterment of their school environment.

All of the core planning team members reunited in the auditorium and shared their observations of the process. Many discovered that the process allowed more ideas to surface and encouraged more people to contribute their opinions.

Due to the time constraints, the trainers were unable to show the final video which was listed on the agenda. The last few minutes of the session were used to sum up the ideas and skills learned and discussed during the session. Finally, Mrs. Johnson distributed blank pieces of paper for the participants to write evaluative comments.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

1/27/89

Chicago Public Schools
Department of Equal Educational Opportunity Programs

Project CANAL

(Creating a New Approach to Learning)

PRINCIPALS' MEETING
December 1, 1988
8:30 a.m.

AGENDA

1. Opening Remarks..... Ms. Mary E. Broomfield
   Assistant Superintendent

2. Introduction of Speaker..... Mrs. Phedonia Johnson
   Project Director

3. Principal's Role in
   School Based Management..... Dr. Carl Marburger
   . Questions and Answers

- BREAK -

4. CANAL Update and
   Plans for Future CANAL Activities..... Mrs. Phedonia Johnson

5. Discussion..... Principals and Project Staff

Chicago Public Schools
Department of Equal Educational Opportunity Programs

33 principals

Project CANAL
(Creating a New Approach to Learning)

Principal's Meeting --December 1, 1988

NAME 1 missing

	School	Time In	Time Out
Rodolfo Rena	Calazo PE	7:45	12:30
Randall Reed	Hughes	8:20	12:15
Marcella Lee	Bass	8:05	12:15
Maureen Brown	Lowell	8:15	12:20
Mulen McDonnell	Monroe	8:25	12:15
Peggy W. Jackson	Sherman	8:25	
Rita L. Mitchell	Carter	8:25	
Byron Arnett	Fraser	8:25	
Catherine Glenn	Hammond	8:30	
Jane McCahill PE	Bennett	8:30	12:15
William Graham	CM	8:30	
Sherdie Gramony	Gregory	8:30	12:30
Joan Wilson-C	Goodlow	8:30	
George Reed	Fernwood	8:35	
Ruth Knight	De Priest	8:40	
Camille Colby	Bradwell	8:40	
Vera Shorey (for J. Stewart)	Pasteur	8:50	
Willie J. Hoover	Cooper Funn	8:50	
H. Williams	Stowe	9:05	11:30
Mrs Reid	Gillespie	9:15	

Chicago Public Schools
Department of Equal Educational Opportunity Programs

Project CANAL
(Creating a New Approach to Learning)

Principal's Meeting --December 1, 1982

NAME	School	Time In	Time Out
Sylvia L. Peters	Deneen	8.30	
[illegible]	Washington North		12:20 - To Lunch
Esther Knapp	Stewart	8:30	
Evan Tolley	Lafayette	8:50	
Ellen P. Peters	Whoos	8:50	
Lee Bayne	Buford	8:55	
[illegible]	Deneen	8:55	
[illegible]	Wesley Wood	8:55	
Doris Brown	Howe	9:00	
Freda Johnson	DuBois	9:35	
[illegible]	[illegible]	9:00	
[illegible]	Mayo School	8:45	

12/1/88
Handed out at Principals' meeting

SESSION I: BASIC TDF -- MODES AND PATTERNS

NOTES FOR INSTRUCTORS

H. A LOOK AT THE SIX PATTERNS

TDF proposes six basic patterns. The following text explains each of the patterns, which are built on the sequence principle -- strong first mode, a second mode, and the third mode. The special characteristics of each pattern are identified. Refer to page 23 in the participant manual for a more complete description of each pattern.

List each pattern on newsprint or a blackboard as you talk about it.

1. TDF: Think -- decide -- feel

A TDF personality is one characterized by rationality, order and organization. They work in a methodical, even mechanical way. Everything appears measured and calm, be it work or play. TDF's value finishing the task completely. They avoid conflict, fuzzy task or emotional situations. Their feeling mode is chronically underused.

Can you think of someone that this describes?

2. TFD: Think -- feel -- decide

A TFD personality is a school teachers delight. Because everything needs to be carefully checked out and felt through, the TFD person is well suited to the world of ideas, thoughts and images, and often assorted in that world. The interest in images will show in their attention to pleasing appearances and settings, as well as precise, delicate, sensitive use of the language. The TFD's typically like to read a lot.

Does this description sound familiar?

3. FDT: Feel -- decide -- think

FDT's are warm, friendly, fun persons, spontaneous and impetuous. They have flair and a sense of the moment. FDT's shortcomings are letting their emotions overrun their other modes, and the personal boundries of others. They work intensely and reward themselves with play. FDT's are fustrated by situations which require analysis and precise organization.

Do you know anyone like this?

SESSION I: BASIC TDF -- MODES AND PATTERNS

MATERIAL TO BE COVERED

H. A LOOK AT THE SIX PATTERNS, PAGE TWO

4. FTD: Feel -- think -- decide
The FTD is quietly warm, caring, gentle and trusting -- altogether likeable. They have an easy flow between work and play, and are concerned, sympathetic listeners. They are creative, especially in interacting with others. FTD's accept diversity and complexity as a gift of life. This acceptance can lead to a laid-backness that result in many missed opportunities.

Does this describe someone you know?

5. DTF: Decide -- think -- feel
DTF's are confident, purposeful people who know where they stand on most matters at any given moment. They push themselves and they push others. They like to make things work, and to fiddle with projects, always seeking improvements. They can come over as opinionated, judgemental, and cold, or as strong, hopeful and resourceful. The DTF learns quickly by trial and error, and by experimenting with hunches

Does this sound familiar to you?

6. DFT: Decide -- feel -- think
A DFT is typically adventuresome, an urgent persuader, and promoter. They are candid and outspoken, but tend to be impatient listeners. They can get so focused on where they are going that they run over and through people and situations, looking driven or brutal. A DFT can be reckless about consequences but their nerve and enterprising ways help them achieve seemly impossible goals.

Do you know someone like this?

Encourage participants to read through the pattern descriptions in their Manuels before the next session. Assure them that we will work with them and become more familiar with each pattern as the workshop continues.

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

PRINCIPALS' MEETING

December 1, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: (33) Principals or representatives from following schools attended: Bass, Bennett, Bradewell, Byford, Carter, Clark, Cooper P & I, DePriest, Dett, DuBois, Dumas, Fernwood, Frazier, Goldblatt, Gregory, Guggenheim, Hammond, Hearst, Howe, Hughes, Kelvyn Park, LaFayette, Lowell, Manierre, Mayo, Moos, Piccolo Middle, Sherman, Spencer, Stowe, Westinghouse, and Woodson North. (See attached sign-in sheets. One signature was unreadable.)

Schools Without Representatives: (8) Dyett Middle, DuSable, Gale Community Academy, Orr, Robeson, Sumner, Terrell, and Williams.

I. Opening Remarks and Introduction of Speaker

Ms. Mary E. Broomfield, assistant superintendent, greeted the workshop participants. Mrs. Phedonia Johnson, Project CANAL director, introduced the speaker Dr. Carl Marburger, senior associate, Board of Directors of the National Committee for Citizens in Education. He is a long-time advocate of school based management and the author of several books such as: <u>One School at a Time: School Based Management, a Process for Change</u>; <u>Beyond the Bake Sale</u>; <u>The Evidence Continues to Grow</u>; and others.

II. Principal's Role in School Based Management

The speaker, Dr. Marburger, gave a brief historical overview of school based management, a shared decision making concept. He presented examples of school based management schools in Allentown, Penn.; Hoboken, N.J.; Baton Rouge, La., and Florida where he has served as a consultant.

His organization, the National Committee for Citizens in Education, orginally was begun to involve more parents in the educational process, but now also assists teachers, administrators and concerned citizens. The organization's hot line 1-800-NETWORK serves as a resource number for any educational inquiries. He invited the principals to call with their questions about school based management.

Marburger stressed that the principal was a key actor in the school based management process (SBM). SBM turns over the power to the local school level. SBM builds a trust process between the principal, the faculty, the ancillary staff, the students, and the parents. While the principal will still be making 99% of the daily decisions regarding the students' welfare, he/she will be a team member planning long-term goals.

Before any decisions can be made, Marburger recommended that a needs assessment be done at the school. All planning must be based on data, he said. He gave the following decision making guidelines:

1. Is it legal?
2. Does it follow Board policy?
3. Is it within the budget?
4. Is it ethical?

Then he recommended that in developing the school improvement plans, the Core Planning Teams should pick a relative small number of broad goals determined through consensus decision making.

Marburger described what was essential for SBM to work:

1. The superintendent, the Board, and the Central Office must be supportive of the process so they won't sabotage it;

2. The principals must learn to trust parents and other SBM actors;

3. CANAL staff must provide needs training to introduce all SBM actors to the inner workings of the system and train them how to work together in order to accomplish their goals and provide waivers when necessary;

4. Follow-up staff trained as facilitators must assist in the SBM process and help keep all actors on-target;

5. Memorandum of Agreement should be drawn=up between each school and Project CANAL saying this is what we plan to do.

Interspersed in his lecture were great examples of SBM schools. For example, Dade County, Florida, schools were given 100 waivers to 32 schools for such items as suspension policies, length of the school day, when the report cards were handed out and peer evaluation process. Does SBM make a difference? According to Marburger it does. He cited recent research coming out of SBM schools in Monroe County, Florida; Salt Lake City and Tulsa that found:

1. Staff and Student attendance increases;

2. Vandalism decreases;

3. Staff morale improves;

4. Community participation in voting in school bond referendums increases; and

5. Achievement scores go up.

The question and answer session brought out some lively discussion and questions from the principals. One principal really summed up the feelings of the majority:

"I like power and I don't think that I can give it up...Please help me!!!!!!!"

Marburger laughed and said most principals feel that way in the beginning of SBM. But SBM is a concept that gives the principals lots of help in running the school. The principals still can set the parameters of decision making...i.e. our budget doesn't really have enough money to bring outside consultants in. By setting parameters, the principal does not create a gap.

In conclusion, Marburger introduced a skill building exercise to help principals determine what type of leader they were. He called it the TDF Theory which proposed six basic leadership patterns. TDF stands for thinking, deciding and feeling. Big Ts must collect data first, make decision more slowly based on that data and then stick by those decisions. Big Ds make decisions quickly and can be approached to change their minds. Big Fs are the gatekeepers, the persons who take everyone's feelings into consideration before making a decision and tell a lot of stories. If you have a whole group of Fs in a decision-making group, you don't get much done.

This, by far, was one of the best presentations. It introduced the school based management theory by a renowned authority who was able to relate poignant illustrations.

III. Observations

Unfortunately, not all the principals involved in CANAL attended this presentation. This should have been a **mandatory** meeting as the tools needed to begin their decision making process were presented. It's very difficult to build a house without the proper tools or foundation.

Additionally, I noticed that some of the CANAL personnel had Marburger's workbook on school based management. I think it would have been helpful if there had been several on hand for the principals to review. However, at one of the opening Core Planning Team Orientations, Mrs. Phedonia Johnson told the audience that there was a lot of school based management research and that they had copies, but they did not want to put it into the workshop folders because it might stunt their creativity in developing their School Improvement Plans. So perhaps this was CANAL's thinking in not presenting a reading list on school based management books, Marburger's workbook, or any of the SBM research articles. I think that since the Core Planning Teams must adjust to a whole different leadership styles which is time consuming, it would be beneficial to have the SBM research and books.

Also, it would be important for the whole Core Planning Team to hear Marburger speak as he seems to be a knowledgeable SBM authority.

The presentation was videotaped and taped for future use. I thought that was an excellent idea.

Respectfully submitted,

Barbara Leebens-Osilaja

Barbara J. Leebens-Osilaja
December 6, 1988

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING SESSION

December 2, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Workshop: Guggenheim, Manierre, Sherman, Terrell and Williams

I. Morning Session

In her opening remarks, Project Director Mrs. Phedonia Johnson welcomed the core planning teams to the training session. She emphasized the vital role that the school based management skills will play as each team develops a school improvement plan. She then introduced the school based management training staff. Trainers for the day were Dr. Diane Ehrlich, Dr. James McCampbell and Dr. Eric Witherspoon.

In their collaborative presentation, the trainers emphasized several significant concepts to the participants. Hand-written posters displaying these important ideas were taped on the wall and surrounded the participants who were seated at the chairs and tables in the front of the auditorium. Despite the poorly written messages on the posters and the manner in which they were taped on the walls, the participants responded favorably to the powerful deliveries and substance of the speakers' presentations.

During his presentation, Dr. Witherspoon challenged the parents, teachers, engineers and principals to look at the ideas of shared decision-making outside the realm of education to appreciate their usefulness. First of all, he emphasized that persons who are affected by decisions should be involved in making those decisions. By including these persons in the decision-making aspect, they obtain ownership in the idea or concept. He described an incident where the school staff, parents, students and community worked together to improve the looks of their inner-city school which was scarred by graffiti and other signs of vandalism. Once the plan was underway, large

plants and clean, painted walls replaced the obscene and obscure words and drawings. The school, students and community took an active part in ensuring the upkeep of their school by creating an entirely different aura.

Dr. Witherspoon explained that in this particular school setting, responsibility had transformed from "them" into "us", signaling an acceptance of the concept of shared decision-making within the school. It further demonstrated the importance of participants having a sense of ownership and, by virtue of this ownership, there was shared power. The trainers emphasized the importance of brining in and reaching out to a diverse group of people. These may be persons who are difficult to communicate with and are often in opposition to every idea. Yet, these same people may be the strong advocates needed to create, plan and implement improvements within the school.

"Power is enhanced when it is shared." Dr. Witherspoon contended that empowering participants assures than that their input is meaningful and will make a difference in the outcome of the project. It is difficult, he stated, for administrators, building principals and even teachers to relinquish power that they feel they have worked to obtain. However, power must be viewed as an unlimited resource. Once, the people who are collectively working toward a common goal are empowered, the likelihood of success becomes greater.

At this point, Dr. McCampbell introduced a human development activity to the group which required one person to share with another person stories about the most influential people in his or her life. Once the stories and experiences were exchanged, participants volunteered to share their personal stories or the stories of fellow participants. By participating in this activity, members of each core planning team were able to learn of their self-worth and that of their fellow core team members.

Emphasizing that the training sessions are intended to help the participants learn the process involved in school based management, the speakers described vision creation, brainstorming, consensus-building, school assessment and creative problem solving as the essential components of CANAL's school based management process.

Dr. Witherspoon cautioned the core planning teams about

sinking into the group problem-solving mode, because this mode is chaotic in nature and turns into a blame-tossing session. He encouraged the schools to engage in vision creation which encourages participants to focus on and accentuate the positive aspects of goals and solutions for the schools.

Following the coffee break, the trainers showed the video titled "Discovering the Future" which defined paradigms as a set of beliefs which create parameters or boundaries. Among the examples of paradigms presented in the video, the narrator pointed to the American consumers' views of Japanese manufactured goods in the 1960's and the contrasting views of the 1980's. Business executives characterized the 1960 Japanese goods as cheap and low-tech items and described those same items manufactured in the 1980s as expensive, innovative, high-tech items. The change in opinions reflects a change in mindsets which followed the Japanese business industry's apparent efforts to dramatically improve its products and its image.

The narrator also informed viewers that paradigms can be changed to reflect the changes that are occurring in the world and are, consequently, deemed vital. However, there are persons and institutions who refuse to alter their views, despite the overwhelming need to do so. This condition is called paradigm paralysis or absolute certainty. It can destroy an institution because such a condition does not allow nor does it respond to changes. Another significant thought which emerged from the film and which elicited positive responses from the participants was this simple statement: "If you refuse to work toward specific goals or changes, get out of the way of those who are."

Dr. Witherspoon reemphasized the importance of mindsets by recounting the story of an Indiana high school student who was mistakenly invited to attend a Notre Dame Leadership Conference. The invited student, at the time of the invitation, was a poor student and a constant troublemaker in the classroom. However, once he arrived at the conference, he demonstrated great potential as a student leader. During this conference, this student developed greater self-esteem because he felt that the invitation to this meeting indicated that others had also recognized his leadership potentials and capabilities. Weeks later, the Notre Dame officials later called the high school principal to thank him for sending a student who made such a great impact on the conference. Dr. Witherspoon concluded his story, noting that paradigm changes are possible and do make a difference.

As the participants sat at the tables, some with fellow school participants and others seated with members from other schools, they were asked to brainstorm for mindsets that currently exist and serve to stifle achievement goals at their respective school. The following list provides a sample of their ideas regarding those mindsets.

- Boys can't be cheerleaders.
- Deaf children shouldn't be in the choir.
- Board of Education doesn't really care about our school.
- Parents aren't supportive of teachers.
- Teachers are rich.
- Tests results do not reflect actual achievement levels of students nor the teaching skills of the instructors.
- All kids learn the same way.
- Project people don't care.
- Parents who aren't visible, don't care.
- Speaking correctly means trying to be white.

II. Afternoon Session

The trainers reiterated all of the ideas regarding the school based management process and paradigms. They suggested that the paradigms which currently exist at the schools cannot be taken for granted. The challenge for the core planning teams, they maintained, must be to improve the schools, to look beyond those mindsets or paradigms. Utilize the skills that are taught to create changes.

Dr. Ehrlich then introduced the consensus-building technique referred to as the Nominal Group Technique (NGT). NGT technique is used to make decisions by utilizing a great deal of negotiation and people skills. This differs from brainstorming because it allows everyone to contribute in a group of six to nine people. A demonstration of the technique was conducted in

the auditorium. Then each school met in classrooms to engage in NGT and respond to the following question: How can we make school improvement succeed in our building? The Core Planning Team of Guggenheim chose to utilize NGT to complete its mission statement and expand on ideas emerging from it.

Once all the schools reconvened in the auditorium, the participants stated that the NGT process was more productive because of the small group interaction. The trainers said the technique's success increases when patience and cooperation are conscientiously considered and practiced.

The trainers reviewed the concepts and skills learned during the session. Participants were later given blank pieces of paper to provide evaluative statements of CANAL. Unfortunately, the final video, "Move on Mindsets" was not shown due to time constraints.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

1/28/89

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING -- DAY ONE

December 5, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: Carter, Clark, Frazier, Hughes, Spencer and Sumner.

I. Morning Session

This was the fourth training session dealing with school based management. It appears as though the trainers now are divided into two groups with one group coming every other day. Today's trainers were: Kenneth Addison, Jeanne Baxter and Diane Ehrlich, all from the Educational Foundations Department at Northeastern Illinois University. Addison and Baxter are associate professors, while Ehrlich is an assistant professor.

Dr. Baxter introduced the mind-set concept to the participants. She did not give as vivid examples of mind-sets as did Ray Golarz, the superintendent of schools at Hobart, Ind. Dr. Golarz, his assistant, and another professor from Northeastern Illinois University are the second group of trainers.

Dr. Addison, who is black, added an important dimension to the presentation as all of the other trainers are white. This is significant to mention because a large portion of the Core Planning Teams as well as the students in the selected CANAL schools are black. In the Human Development Activity, Dr. Addison talked about significant others and how they affected his life. He was a special education student in high school and was influenced by an athletic coach. This person changed his life. After relating his life experiences, Addison asked the workshop participants to reflect on persons who affected their lives and share some of those examples.

Following the exercise, the video, "Discovering the Future Today," was shown. As before, the video broke up in the beginning. The auditorium was extremely cold and it was difficult to listen.

A short break followed the video where participants were asked to stand up and stretch and then try to stretch further than they did the first time. This lead into short discussion on winners versus losers and how to determine ways to reward improvement.

II. Afternoon Session

Dr. Baxter recapped the morning session on mind-sets, paradigms, significant others, winners versus losers and attitude changes. She noted the importance of being able to accept different ideas and attitudes in order to develop a workable school improvement plan.

Dr. Ehrlich introduced the concept of Nominal Group Technique (NGT). This is a method of helping groups to identify problems, explore solutions, and establish consensus goals. This presentation was much better organized then Dr. Ehrlich's first attempt on November 28th. It was a step-by-step, "how-to-do" presentation. This was necessary so that the workshop participants could grasp the tools necessary to learn how to work together and make decisions.

To get a clearer understanding of the NGT process, the workshop participants were asked to make a list of things they would buy for their school. After they individually made a list, Dr. Ehrlich, using the NGT method, asked someone at the table to act as the recorder. Going around the table, each participant was asked for their suggestions. This process continued until there were no more suggestions. At this point, there was no discussion.

After all the ideas were recorded, participants were asked if it was possible to consolidated any of the recorded items. Were any of them similar? Could they be combined? And if they could be combined, it had to be to the agreement of those who had suggested the ideas.

Little by little the list was whittled down. Then using three sheets of paper, the participants were asked to write their three top choices. All sheets of paper were collected and a tally taken. The top three tallies represented the top three items consensually decided.

This step-by-step exercise was very helpful in explaining the NGT process and it greatly helped participants.

III. Workshop (Hughes School)

Using the NGT method, the following question was to be answered:

How can we make school improvement succeed in our school?

Hughes first came up with a list of 24 suggestions. They were:

1. Believe and be committed that our school can be the best.
2. Strong collegiality (spirit of cooperation).
3. Make sure everyone understands what we are trying to do.
4. Provide desired incentive for a job well done.
5. Set goals and work toward them.
6. Clarification of our goals in our own unique situation with consensus from the majority concerned.
7. Rid ourselves of jealousness and pettiness.
8. Staff, students and community: a sharing of ideas; a feeling of oneness in establishing and accomplishing goals and objectives. In other words, one for all and all for one.
9. Open and complete honest communication.
10. Create a parent GED program.

11. An active parent group on the school.

12. Strong basic skills program at the primary level.

13. Develop high expectations for everyone;

14. Program for high achievers;

15. Music and art teacher to teach;

16. Full-time computer teacher;

17. Reduce the amount of busy work given to the students;

18. Ancillary services on a consistent basis;

19. Reading and math resource person;

20. Science: hands-on with lab and teacher;

21. Spruce-up outside of building -- school exterior beautification;

22. Expanded lunchroom facility;

23. Increase extra-curricular activities for students; and

24. In-house social center program with teacher sharing of particular.

The Hughes School had very little time for discussion and therefore, they did not consolidated some of the like items. They did realize that though. To chose the top three items, the group followed directions and used three different sheets registering their priorities. The top three choices were:

No. 1 -- (1) Believe and be committed that our school can be the best.

No. 2 -- (8) Staff, students and community: a sharing of ideas; a feeling of oneness in establishing goals and objectives. In other words, one for all and all for one.

No. 3 -- (9) Open and complete and honest communication and

(13) Develop high expectations for everyone.

IV. Observations

There are several things that are beginning to bother me.

1. The training presentations are presented in a large auditorium. Sometimes it is just too hot and sometimes it is just too cold. It just seems like the temperature is just not right. Also, there is sawdust or something in the air and many of the teachers have complained that it is difficult to breathe in the auditorium.

2. In this age of technology, the trainers are using antiquated visual aids with misspelled words presenting the theories they are introducing to workshop participants. Some of the newer R and E consultants pointed this out to the CANAL staff who in later workshops pointed out the misspelled words and said they were intentionally misspelled.

3. Using a television monitor in an auditorium of about 50 to 70 people is useless. It is difficult to see and hear in the back. The handouts include spelling and punctuation errors (i.e., mindsets instead of mind-sets; judgement instead of judgment). CANAL's ultimate goal is to raise the achievement scores of the children and to do so, I would think they would need role models who can spell or at least use a dictionary or the spell check on a computer.

4. The trainers periodically are not introduced. It is important for them to be introduced and their experience with school-based management detailed -- thus, enhancing their credibility in regards to school-based management.

Respectfully submitted,

Barbara Leebens-Osilaja

Barbara J. Leebens-Osilaja
December 8, 1988

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING SESSION

December 6, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Workshop: Bass, Goldblatt, Lowell and Piccolo

I. Morning Session

Mrs. Phedonia Johnson, CANAL Project Director, welcomed participants to the school based management training session. She explained that school based management is an essential element of Project CANAL. She then introduced Dr. Eric Witherspoon, assistant superintendent of schools in Hobard, Indiana, Dr. James McCampbell and Dr. Jeanne Baxter, both of Northeastern University as the facilitating trainers for the day. Mrs. Johnson encouraged participants to take the skills and enthusiasm of this training session and upcoming sessions to other persons at the schools and in the community.

As he encouraged participants to think of their schools in an improved state one year from now, Dr. McCampbell maintained that the participants must become the engine to make CANAL work. He asked them to brainstorm for school improvement ideas that could occur as a result of CANAL. During this brainstorming activity, Mrs. Johnson walked around the groups to encourage persons sitting apart from the groups to join in and participate in the activity.

At the end of the brainstorming activity, the groups shared their ideas. Dr. McCampbell impressed upon them the need to view potential resources and their usage of those resources in a new, innovative light, in order to gain maximum benefit. He said that he and other trainers wanted to become useful in helping participants arrive at those innovative ideas.

Dr. Witherspoon openly discussed the pessimism and skepticism that exist among participants. He suggested that people who are wary of CANAL and the "alleged" differences it will make within Chicago's public schools are experiencing

feelings that are natural when introduced to something as innovative as CANAL. CANAL, he explained, offers schools an opportunity to focus on good points and good attributes to build stronger foundations for improvements.

Explaining the foundation of Project CANAL, Dr. Witherspoon pointed to school based management as a core element which emphasizes the involvement of those affected by the schools' decisions being involved in the decision-making. He maintained that parents, students, teachers, principals and community people are in a better position to make decisions regarding the school because they are aware of the problems and the needs.

Ownership, an element or aspect of school based management is vital because it, according to Dr. Witherspoon enhances success. He asserted that where persons involved in a project feel as though they are a part of a decision (whatever the decision is), they will be more inclined to help make it become a reality--to implement and nurture it. He further stated that the core planning team of each school will accomplish more collectively, than individually. This collective effort occurs through the sharing of power. Since power is unlimited and infinite by nature, it is possible for everyone to have input in the CANAL process. Dr. Witherspoon contended that everyone can become empowered.

Dr. Witherspoon provided the following list of components which comprise the school based management process:

1. a process
2. brainstorming
3. process observer
4. consensus
5. building-based shared decision-making
6. vision
7. ownership
8. collaboration
9. creative problem-solving

Noting that the process is essential for the success of CANAL. Dr. Witherspoon asserted that the process will facilitate the creation of a vision to improve the school. Vision creation differs from committee decision-making because a committee lacks a process and is therefore chaotic. A great deal of time is spent blaming fellow committee members and focusing on the problem rather than a viable solution.

CANAL Monitoring
December 6, 1988

Elaborating on the school based management process, Dr. McCampbell asserted that an attitude of cooperation is paramount to the success of CANAL. Participants than engaged in a human development activity to further emphasize and recognize the importance of every person involved. They shared stories of role models and the important values that those persons helped them to develop. Dr. McCampbell concluded the activity by reminding the participants of their unique qualities and their special abilities.

Dr. Jeanne Baxter discussed the importance of mindsets or paradigms, prior to the showing of the video "Discovering the Future Today." She stated that mindsets create boundaries in a person's thoughts, perspectives and views of the existing world. In the film, the narrator clearly warned people about clinging to one set way of thinking and consequently developing paradigm paralysis. The narrator suggested that people become more open and receptive to new perceptions, new ways of viewing and experiencing this constantly changing world. Participants then formed small brainstorm groups to identify negative mindsets that exist within the school's environment.

During the course of the brainstorming activity, there was an unexpected visit from Dr. Manford Byrd, Jr., General Superintendent of Schools. He told the participants that he had viewed the CANAL Training Center's facilities and expressed his happiness in seeing the parents, children, teachers and principals working together to make an impact in the local educational system.

Once the participants resumed their brainstorming activity, the trainers encouraged them to share their ideas. Listed below are a few of the ideas that emerged:

- Negative attitudes.
- Inadequate communication.
- Kids don't care.
- Teacher's don't care; they only want money.
- Bad children can't learn.
- CANAL is a waste of time and money.

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December 6, 1988

An intruder's participation during the brainstorming session was particularly annoying (as on a previous occasion) to one core planning team. Rather than listening attentively to the participants comments, this member of the public chose to interfere with the participants' training process by making comments about the school's climate in which he may not be knowledgeable. Apparently, other participants prior to today's session had mentioned the disturbing participation of the outsider to Ms. Mary Broomfield, assistant superintendent of the Department of Equal Educational Opportunity Programs and Mrs. Johnson, project director. Attempts have been made to talk to this person regarding his oral participation in the training session.

II. Afternoon Session

Dr. McCampbell directed the participants' attention to society's system of rewarding excellence and its failure to reward or readily recognize improvements. He suggested that the removal of the "reward excellence only" mindset would create better students and better schools. Subsequently, the participants brainstormed to generate ways to reward parents, teachers, principals and students for their improvements.

Reiterating the importance of the skills and concepts, Dr. Witherspoon noted that it is vital for teams to network and share ideas with other teams. Such interaction will assist the core planning teams in their integration of skills and enhance the school's vision for a school improvement plan. She continued the discussion by emphasizing the five essential mindsets pertaining to students and teachers to help realize school improvement.

Students

1. Learning is important and valuable: useful for lifetime.
2. "You can!"
3. "I won't give up!"
4. "You're special."
5. Joy must be a dominant emotion.

Teachers

1. They must make a difference.
2. Teachers must look for continuous improvements in students.
3. Teachers must actively pursue students' excellence.

4. Teachers must predict power.
5. Joy must be a dominant emotion.

Participants then engaged in a brainstorming activity which focused on the rituals within a school environment which help and/or harm academic achievement.

Next Dr. McCampbell introduced and demonstrated the consensus-building method referred to as the Nominal Group Technique (NGT). Following the demonstration, the groups met in their designated rooms to utilize the NGT to answer this question: What can we buy to improve our school? Goldblatt's Core Planning Team subdivided and generated the following ideas:

1. Enforcing school rules and regulations.
2. Parental involvement.
3. Making needs assessment.
4. Committed leadership.

After an hour of group interaction, all of the core planning teams reconvened in the auditorium to discuss the process. A few participants stated that NGT allowed for more involvement from different people and more people, as opposed to a select few. Dr. McCampbell alerted them to the frustrations and impatience that tend to emerge during the consensus-building or explanation periods of the process. He suggested that problems can be deterred by simply reminding people of the need to "stick to the task" and the time constraints.

Ironically, it was the lack of time that prevented the trainers from showing the second scheduled film titled "Move on Mindsets." Instead, the last few minutes were spent recapping the skills, concepts and activities, which she described as the components of the taxonomy of school improvement. These components are : an information base (ways of teaching); skills (brainstorming); mindsets or beliefs (paradigms); organizational processes (rituals or habits); and institutional response (as mindsets change the institution will reflect the change(s) and every child will academically succeed).

Finally, Mrs. Johnson thanked the participants for their participation and asked them to provide, on the blank paper provided, evaluative statements regarding any aspect of CANAL. She assured them that all comments are welcomed and that modifications have been made based on the participants comments

and/or recommendations.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

1/30/88

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING -- DAY ONE

December 7, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: Bradwell, Cooper, Dett, Hearst, and Stowe.

I. Afternoon Session

The trainers for the day included: Kenneth Addison, Jeanne Baxter, and Diane Ehrlich, all from Northeastern University.

The training team seemed to be better organized as far as their presentation of the Nominal Group Technique which includes these four steps:

1. Silent generation of ideas in writing;
2. Round-robin recording of ideas;
3. Discussion and clarification;
4. Select and prioritize.

Building consensus using nominal group technique (NGT) exercise was well organized so the participants each had a clear idea of what each step entailed. This was presented to the entire group in the auditorium. Then each school went off to their assigned rooms to work on the exercise.

CANAL Monitoring
December 7, 1988

I. Workshop (Bradwell School)

The Bradwell Core Planning Team was quite large so that they were divided into three groups to do the Nominal Group Technique in determining, " How can school based management be successful in our building?" This is a different question than the question asked in workshop sessions for December 5, 1988. Those participating schools were asked to determine, "How can we make school improvement succeed in our school?"

The group I observed determined the following suggestions in the round robin recording of ideas:

1. Improve cooperation between parents and teachers;
2. Devising a school improvement plan that addresses Bradwell School's needs and not Central Office's needs;
3. By setting up rules and guildelines in the school for children to respect their surroundings;
4. An accepting principal;
5. If we tap our own resources and use them effectively;
6. Need everyone to be involved in the decision making;
7. Improve support systems between teachers and principal;
8. To share decision making with parents, teachers, and principal;
9. Letting the children know you are concerned about his or her future;
10. Cooperative and committed staff;
11. If everyone involved will listen, listen , listen and hear each other's contribution and respect them;
12. Need everyone's support;
13. Selecting materials we need the most;
14. Dealing with each child's problem as an individual one;
15. Energetic parents who participate regularly;

16. If enthusiasm for school based management exists;

17. We need everyone's dedication on what is decided;

18. Parents should support the teacher;

19. Innovative programs;

20. Management ideas have to be realistic in terms of money and personnel; and

21. Students who set goals.

Following the NGT techniques, the group consolidated like items. For example, numbers 8, 10, and 12 were eliminated because of duplication. Several other items were discussed for clarification. Using NGT, the group prioritized their list. The top three priorities were:

1. (1) Improve cooperation between teachers and parents;

2. (2) Devising a school improvement plan that addresses Bradwell's needs and not the Central Office's needs;

3. (11) If everyone involved will listen, listen, listen and hear each other's contributions and respect them.

Bradwell's three groups were very vocal and at times, it was difficult to think. In this case, it would have been better to have each group in a separate room so that no one would have felt intimidated. At times, it was very loud.

Respectfully submitted,

Barbara Leebens-Osilaja

Barbara Leebens-Osilaja
December 8, 1988

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING SESSION

December 8, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Workshop: Dyett, Fernwood, Gregory, Hammond, Mayo and Moos

I. Morning Session

Project Director Mrs. Phedonia Johnson thanked the participants for attending the training session. She spoke of the many innovative activities and subsequent changes that they can anticipate, as a result of Project CANAL, over the next five years. She noted that for the first time an educational project includes structured planning of school improvement plans and training of persons affected by schools.

Dr. Eric Witherspoon, one of the trainers, emphasized that the challenge for the core planning team members will be to focus on the good things that are occurring at the schools. Despite the onslaught of harsh criticisms from Secretary of Education William Bennett and The Chicago Tribune, he encouraged all participants to think of their home schools in a positive light. Dr. Witherspoon also explained the basis of the school based management model, the foundation of CANAL. First, all persons affected by decisions should be involved in the decision-making (failure to do so creates frustration and leads to limited input in decision-making). Secondly, ownership in the decisions of the school enhances the project, and more specifically, the school improvement plan's chance of success. Another important point concerned the importance of collectivity: more can be accomplished collectively, rather than individually. Dr. Witherspoon further stated that power is greater when shared because by empowering other persons, power actually increases. Finally, vision creation, rather than problem solving should be used to develop a school improvement plan because sharing a common vision of what a school can become prevents the school community from dwelling on the school's negative aspects.

CANAL Monitoring
December 8, 1988

As part of a human development activity, Dr. Witherspoon asked the participants to share stories regarding persons who made a difference in their lives. This exercise allowed participants to understand their importance and the importance of others in the decision-making process. CANAL, Dr. Witherspoon noted is closely related to the concept of participatory democracy because of the value of each person's opinions and ideas.

Dr. Witherspoon explained that the school based management process includes the following components: brainstorming; human development activity; process observer; consensus-building; shared decision-making; vision; ownership; collaboration; and creative problem-solving.

Discussing the importance of mindsets or paradigms and the role that they play in educating children, Dr. Jeanne Baxter told the participants about The Chicago Tribune's feature story on Dr. James Comer and his educational achievements. Currently a Yale University Professor, Dr. Comer grew up in one of East Chicago's poorest neighborhoods and experienced the economic plights that accompanied it. In spite of his living environment, his mother encouraged him to dream and work toward an educational goal. Dr. Baxter said Dr. Comer's mother changed her son's view of reality by instilling within him hope, ambition, self-esteem, thereby providing Dr. Comer with the keys to success.

Dr. Witherspoon also talked about the restrictions of paradigms and the constraints that they place on progress. Paradigms such as "there's a failure in every class" and "learning only takes place in a quiet room" are two examples that he cited that are common mindsets among many teachers and administrators. Participants were then asked to engage in a brainstorming activity to identify existing paradigms that serve as barriers to school improvement. Listed below are a few of the ideas generated by the participants:

- Children can't learn because parents are uneducated.
- Teachers are the reason for children's failure.
- Whites are easier to teach than black.
- Blacks are only good in sports.

- Low economic status equals academic failure.
- The environment determines potential.
- Classroom is a correctional institution.
- Limited-English speaking parents can't help their children.

II. Afternoon Session

Dr. Witherspoon discussed ways of moving toward the process by using the skills and analyzing existing paradigms and rituals. Although all impeding mindsets or paradigms will not be eliminated immediately or simultaneously, vision creation will help the core planning teams move toward slow, meaningful improvements and changes within their respective school environments.

Noting that many of the participating CANAL schools are also involved in Chicago's Effective School Project, Dr. Baxter noted that they are quite aware of the rituals that help or harm a child's academic achievements. The rituals that she shared with the participants were those provided by Chicago's public schoolchildren during the CANAL Orientation Session (i.e. harmful rituals: racism; poor condition of textbooks; and impatient teachers; helpful rituals: teachers who can vary teaching styles to help students; teachers who understand cultural differences). Dr. Baxter noted the students' responses are similar to the many findings of the Effective Schools Research.

Dr. Diane Ehrlich introduced the Nominal Group Technique (NGT), a consensus-building method intended to facilitate community goal setting or planning by generating numerous views and enhancing participation. Following a brief demonstration of the process, the core planning teams reassembled in separate classrooms to practice the NGT. "What can we do to make school improvement work in our school?" was the question assigned to the core planning teams and appeared to be the center of semantic controversy among Dyett School participants. Dr. Baxter, during one her observational checks to each room, resolved the problem by stating that the "we" in the question refers to the core planning team members. The participants resumed the consensus-building activity, noting that the outcome would have been different had the participants not expressed their varied interpretations of the question.

CANAL MONITORING
December 8, 1988

The core planning teams reassembled in the auditorium to assess NGT. Many participants felt the method was a good learning process and a positive way to generate ideas. The trainers recapped the day's activities, noting all of the skills are essential in the development of school based management and ultimately, each school's school improvement plan. Again, the trainers were unable to show the second scheduled film, "Move on Mindsets" due to the time constraints.

Participants were given blank pieces of paper to submit their evaluative comments and recommendations regarding CANAL.

One observation that this monitor noted was the apparent failure of the DEEOP/CANAL Staff to determine whether or not non-English speaking participants needed interpreters/translators for the orientation or training sessions. During the course of this particular session, a non-English speaking parent was at the training session but remained isolated from the other persons until it was detected that she was unable to speak or understand English and required an interpreter. Half of the training time had elapsed before the parent's dilemma was noticed and corrected. Staff members from DEEOP's Parent Education Center came by to interpret and translate for the participant. It is quite possible that this problem has existed since the beginning of CANAL but has gone unnoticed for some unknown reasons.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

1/29/89

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING -- DAY ONE

December 12, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: Robeson, Kelvyn Park, Westinghouse, and Orr.

I. Morning Session

Today's trainers included: Jeanne Baxter and Diane Ehrlich of Northeastern University and Eric Witherspoon, assistant superintendent of schools in Hobart, Ind.

Dr. Witherspoon presented an overview to remind the workshop participants that CANAL is not another committee, nor is it another program. CANAL is a process to improve schools in Chicago through school based management. It was an interesting and insightful overview. The group clapped after Witherspoon's presentation...this was a first.

Dr. Baxter gave the Notre Dame leadership example where the wrong student received the letter to attend a leadership conference. This example led into a discussion on mind-sets, followed by the video, "Discovering the Future Today." The T.V. monitors were put on the stage, making it much easier to see and the microphone was put facing one of the T.V.'s speaker. This helped somewhat, but it is still a third generation tape (meaning that it has been copied several times) and it broke up at the tape's beginning.

After the video, Dr. Witherspoon gave two excellent mind-set examples. As a first-year teacher his English class was really excited about diagramming sentences and they were making a lot of noise. A neighboring teacher knocked on the door and asked them to be quiet. Dr. Witherspoon said he is ashamed to admit but he asked the children to be quiet -- bowing to the mind-set that leaning can only take place in quiet classrooms. The second experience occurred when Dr. Witherspoon was in his fourth year

of teaching. He was called into the principal's office at report card time and asked why no one in his class failed. The principal told him that "someone always has to fail."

II. Afternoon Session

A tool for shared decision making -- building consensus with nominal group technique was presented in small workshops rather than in the large auditorium. It was much more effective and easier for the group to understand and ask questions if the participant did not understand.

III. Workshop (Westinghouse High School)

Dr. Witherspoon did an excellent job of introducing the NGT concept. He was able to satisfactorily answer all of Westinghouse's Core Planning Team's questions.

The Westinghouse Core Planning Team had 18 persons present at this workshop. Because of the size of the group, Dr. Witherspoon suggested that they divide into two groups. Both groups used NGT on the question, "How can we make school improvement work at Westinghouse?" This still is not the question, word for word that was used in the other afternoon workshops.

The group I observed included the principal who recorded his group's round robin responses on the blackboard. As he recorded each participant's ideas, he interpreted what they said in his own kind of shorthand on the board. He would ask the respondent if this was what they meant. However, it was somewhat intimidating and when often times it wasn't exactually what the person said, he/she would say, "Well, I guess that's what I meant." I really don't think the principal realized what he was doing, but he confounded the creativity of the group.

These are the round robin suggestions of the group:

1. Working together;
2. Shared decisions;
3. More socialization;
4. Gripe sessions;

5. Stop campus loitering;
6. Improve discipline;
7. Special awards for all;
8. More supportive personnel;
9. Dedicated, competent faculty and staff;
10. Focus on vision of school;
11. Update staff skills in retreat setting;
12. Make sure everyone understands roles;
13. Reduce tardiness;
14. Cut down student/counselor ratio;
15. Better lunchroom supervision;
16. More parental involvement;
17. Current updated materials;
18. Believing the project will work;
19. Start a student generated endownment fund; and
20. Make sure you do your part.

During the discussion no guidelines were given to consolidate like items. A consensus was taken and here are the group's three priorities:

1. (2) Shared decisions;
2. (1) Working together; and
3. (10) Focus on vision of school.

Interestingly, the other group came up with three very similar priorities. They were:

1. Clear mission for all;

2. A sense of physical security for all; and

3. All concerned persons should be involved.

IV. Observations

A. Training Sessions

After the morning break (about 10:30 a.m.) one of the schools did not return to the auditorium. It was a large Core Planning Team and their absence was easily noted. I did not find out until after lunch what happened to them. Robeson High School Core Planning Team felt that they had enough training in mind-sets and NGT to go ahead with their school improvement plan. So they spent the time allotted for training in a classroom apparently getting their school improvement plan together.

There are two important points that can be made here. First, if a pre-test had been administered to all Core Planning Teams regarding their knowledge of school based management, workshop timetables could have been tailored individually for each school's needs.

Secondly, this brain storming, consensus decision making process using NGT is a **very important** part of school based management. Additionally, with all the rituals and mind-sets that can be observed in any of these workshops at any time, it is exceedingly important for all Core Planning Teams to make sure of these techniques to break down these barriers to allow everyone to participate. No one person should be allowed to be excused. If the person is interested in being a member of the Core Planning Team than that person should be willing to be subjected to two days of training.

Everyone is in such a hurry to do "the Plan." It seems like this is a big problem, "hurry up and write something before THEY take the money away." Project CANAL is a process that allows time to develop the school improvement plan. Core team participants should not be in such a hurry that they do not allow themselves an opportunity to get everyone involved.

B. Trainers' Responsibilities

The trainers must be more responsible for the actions of the Core Planning Teams. In the consensus training exercises, the trainers need to talk about the logistics of forming the groups. For instance in one of the workshops I monitored, the principal and the Core Team chairperson sat at the top of the U-shaped table. All of seven of the teachers sat on one side and three of the parents sat on the other side. The chairperson did not make any statement without looking to the principal for agreement. The parents, who were intimated by the principal and teachers both, only responded when asked a question. They did not volunteer any suggestion.

It is important for the trainers to point out how logistics, body language and various intimidation techniques affect peoples' involvement.

A trainer **should** be present in each workshop session so that the Core Planning Team members can ask questions and ask for criticism. In order to perfect the planning process, the trainers need to be more intimately involved.

C. Parental Involvement

Westinghouse had some parents involved in their Core Planning Team, but it seems like most of the teams do not. To actually find out if the parents are involved, we must ask for a daily list of everyone who participates and what is their relationship to the school. Are they a teacher? staff? administrator? parent? student? ... and so on. Equally important, the Monitoring Commission should ask if the parents are employed by the Chicago Board of Education.

Respectfully submitted,

Barbara J. Leebens-Osilaja

Barbara J. Leebens-Osilaja
December 15, 1988

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING SESSION

December 13, 1988
Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Workshop: DuSable and Lafayette

I. Morning Session

Project Director Mrs. Phedonia Johnson welcomed the core planning team members to the training session. She stated that school based management is the foundation of CANAL and will help the teams plan and implement their school improvement plans. Mrs. Johnson introduced the trainers/facilitators for the day. They were Dr. Jeanne Baxter, Dr. James McCampbell and Dr. Ray Golarz.

Dr. McCampbell started the morning off by asking the participants to define CANAL or give their current impressions of the project. One person defined CANAL as a process to implement effective ways of learning. Another person described Project CANAL as Chicago School Board's reaction to the wave of the school reform movement. One participant, who was especially creative in her description of CANAL, contended that C A N A L stood for Creating A Negative Aura for Lethargy.

The participants were also asked to define school based management. The definitions ranged from "an assessment of needs to work toward school improvement," to "a process of shared decision-making involving all."

Dr. Golarz led the participants in a stretching exercise which was part of a human development activity to help the participants become at ease with one another.

Following the human development activity, Dr. Golarz announced that Lafayette School's Core Planning Team would deviate from the scheduled agenda to address the members' more pressing needs--needs which surfaced during the orientation session. DuSable, on the other hand, followed the day's agenda.

CANAL Monitoring
December 13, 1988

Alerting the participants to the many people who would like to see CANAL fail, Dr. Golarz contended that many would prefer that the project fail so that power will not be have to be relinquished to persons in the school community. Dr. Golarz noted that even advocates of school based management have problems sharing power. Yet they recognize that power must be shared and an idea must be shared by many for the project or plan to succeed. Essentially, people affected by decisions should be involved in making the decisions; collectively people can be successful.

With the concept of collectivity in mind, Dr. Golarz cautioned the members of the core planning teams to avoid the "we versus us" syndrome within their school environments. This syndrome creates divisiveness and accomplishes nothing. Though the overall theme of school based management is shared decision-making or shared governance, some aspects of education must remain under a single authority to avoid chaos and duplicated efforts (i.e. grading system). Another way to avoid chaos and divisiveness, according to Dr. Golarz, is to embrace persons who are the source of difficulty and dissension. Effective core planning teams, he noted, will not be groups where everyone agrees with everyone else all the time. The core planning teams must generate numerous opinions and insights in order to arrive at the best school improvement plan possible.

Prior to viewing the film on mindsets, Dr. Golarz described one of the most pervasive mindsets or paradigms found in today's classroom: a student's potential for failure. Participants then viewed the film titled "Discovering the Future Today." In this film, the narrator describes paradigms or mindsets as the set of boundaries one uses to think and live. The inability to alter those mindsets and adapt to the necessary changes in life will create a terminal condition called paradigm paralysis.

Following the film viewing, Lafayette School's Core Planning Team met in a separate room to discuss its stagnant condition. As Dr. Golarz asked them to share their frustrations and complaints, it became apparent that many of the participants are skeptical about CANAL's potential to change anything at Lafayette. Their disbelief stems from educational programs handed down by Board administrators during previous school years with the same promises of "educational achievement and educational pie in the sky dreams." Essentially, many of them consider the school based management model and its inherent concepts of shared

decision-making/shared power and vision creation are " B.S."

Dr. Golarz admitted to the team members that selling school based or site-based management is difficult because sometimes faculty members simply are ready for it. This unreadiness may stem from a lack of morale, the desire to maintain status quo, or any number of other things. In response to this, a Lafayette teacher stated that she simply needs to see and hear a success story--some evidence that school based management does work. She complained about the team having several things on the agenda but unable to determine which things are more important; the team simply has no focus. Another participant asked why they could not start with the things that they agree on and work from there, rather than following CANAL's step-by-step plan? Still another participant argued that they do not agree on the number one priority that should be addressed by the school improvement plan. Dr. Golarz suggested that they attempt to build consensus around an issue before initiating any plans. He stated that an issue that is important or salient to people who are part of the process has a better chance of success--a better chance of becoming an accomplishment.

A few of the members noted that Lafayette is not ready for CANAL because the climate is too negative. Dr. Golarz encouraged them to forge ahead with CANAL, yet keeping in mind that they must deal with reality. People cannot be forced to buy into something that they are adamantly against, he noted. He again encouraged them to attempt the vision creation step at the appropriate time because it will enable others to see that there is focus and there is one particular thing that the team is working to improve.

One teacher felt that teachers' credibility is being threatened by CANAL and many are uncomfortable with the idea of someone, particularly an outsider, telling them how and what they should be teaching. Therefore, some teachers have not problem with rejecting changes of this magnitude. Lafayette is further scarred, according to this teacher, by previous programs which created racial and social strife among the staff. Other frustrations are generated by the immense expectations from the Board and from the building principals. One teacher simply stated that "we are experiencing burnout and are overwhelmed by demands for things that were needed yesterday."

In an attempt to further assess the depth of their frustrations, Dr. Golarz asked the teachers and administrators of the school if they felt pressured by test scores. There was an overwhelming "yes" response followed by a list of rationale for

their anxieties: transient students with inconsistent or incorrect records; students are at the bottom of their reading and math levels; when score are low, teaching is perceived as poor; and there are many third generation welfare/poverty children at the school.

Dr. Golarz encouraged them to be patient with one another as they embark on the training for school based management and planning of the school improvement plan. He cautioned them against expecting changes to occur quickly. He noted that the Lafayette community certainly needs to see a tangible accomplishment, one that is decided upon collectively. To overcome their skepticism, he urged them to consider the new power and potential that CANAL has bestowed upon the Lafayette community. Finally, Dr. Golarz asked them to look closely at the individual and institutional mindsets affecting the school; if those serve as barriers to school improvement, consider new ones.

II. Afternoon Session

Dr. Baxter discussed the importance of consensus-building among the core planning teams. She noted that it is particularly important for the core planning team members to take the ideas, concepts and skills back to the school. Handouts covering mindsets, consensus-building and other experiences would be useful to the home school community.

Dr. McCampbell explained the Nominal Group Technique as a process that facilitates the expression of numerous perspectives and allows for maximum participation. During a brief demonstration, one small group responded to the question "What would I like to buy to improve my school?" Members of the group provided their responses, supported their responses when questioned and assigned a number to the responses based on individual priority. Once the tallying of priorities was conducted, Dr. McCampbell was able to determine which items had developed consensus among a particular group. The teams separated and reassembled in their designated rooms to practice NGT by answering this question: "How can we make school improvement succeed in our building?"

Lafayette School's Core Planning Team subdivided and were eager to participate in the process. Special mention is made of their willingness to participate during this session because there were definite signs of defiance and anger during the

orientation session a few weeks ago. The trainers, including Dr. Golarz, stopped by to make sure that the participants understood the question and the process. Listed below are a few of the ideas that emerged during the NGT process:

- Teachers who won't be afraid to become involved.
- More black male teachers.
- Better discipline.
- Maximum staff involvement in setting goals.

The core planning teams reassembled in the auditorium to discuss the NGT process. Dr. McCampbell complimented both teams on their ability to stick to the tasks at hand. Since the process includes the time-consuming process of generating and explaining ideas, he noted that patience is a necessary element.

The last few minutes of the training session were spent recapping the concepts, skills and ideas covered. Finally, the participants were given blank pieces of paper to provide the CANAL staff with evaluative statements regarding the training session.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

1/31/89

Appendix D

Selected On-Site Monitoring Reports of Day-Two School-Based Management Training

Bennett, Byford, DePriest, and Howe 159

Spencer, Clark, Frazier, Sumner, Carter, and Hughes 165

DuBois, Gale, Dumas, and Woodson 170

Dett, Cooper, Bradwell, Stowe, and Hearst 174

DuSable and Lafayette 178

SCHOOL-BASED MANAGEMENT TRAINING -- DAY TWO

December 14, 1988 - Bennett, Byford, DePriest, and Howe

December 15, 1988 - Guggenheim, Terrell, Manierre, Williams, and Sherman
(DID NOT ATTEND)

December 19, 1988 - Spencer, Clark, Frazier, Sumner, Carter, and Hughes

December 20, 1988 - DuBois, Gale, Dumas, and Woodson

December 21, 1988 - Dett, Cooper, Bradwell, Stowe, and Hearst

January 10, 1989 - Bass, Piccolo, Goldblatt, and Lowell
(DID NOT ATTEND)

January 11, 1989 - Gregory, Dyett, Hammond, Mayo, Moos, and Fernwood
(DID NOT ATTEND)

January 12, 1989 - Robeson, Kelvyn Park, Westinghouse, and Orr
(DID NOT ATTEND)

January 17, 1989 - DuSable and Lafayette

HANDOUTS School-Based Management Trainings DAY TWO Page 1 of 17

DEPARTMENT OF EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS

Project CANAL

SCHOOL BASED MANAGEMENT TRAINING

DAY TWO AGENDA

8:45 a.m. MORNING SESSION

Opening Remarks..... Ms. Mary E. Broomfield
Assistant Superintendent

Mrs. Phedonia Johnson
Project Director

A Monitoring Process for Your Building
-Some Pitfalls to Avoid or Handle

Human Development Activity

-BREAK-

Developing a Plan for Sharing the CANAL Experience
-Where Do We Go From Here?

-LUNCH-

12:45 p.m. AFTERNOON SESSION

Video "The Fifth Essential Mindset: Joy!"

Practicing Consensus

Overview of Needs Assessment

Recapping the Day

Evaluation

Trainers: Kenneth Addison, Jeanne Baxter, Diane Ehrlich, Ray Golarz, James McCampbell, Eric Witherspoon

Schools: Dubois - Room 102, Gale - Room 104, Dumas - Room 106, Guggenheim - Room 108

School-Based Training

DAY TWO
Page 2 of 17

MONITORING THE CANAL PROCESS

CHICAGO PUBLIC SCHOOLS

Adapted from a process developed in the Hobart (Indiana) City Schools, 1988-89

School-Based Management Training - Day Two

3 of 17

I. Vision Creation Rather Than Problem Solving

Almost immediately after CANAL is initiated in any building, there is a natural inclination, particularly on the part of those who have not been trained, to endorse CANAL and embrace it because they have a problem they want to bring to the attention of the CANAL team. There may even be attempts to get endorsement for their problem solution with others in the building or community and bring the problem to the CANAL meeting. It must be stated and restated to all persons that the CANAL process is a vision creation model and cannot be tied to current perceived problems, even though the vision in implementation may and probably will eliminate some perceived problems. Probable deviations from process training:

A. Getting people to clearly understand vision creation as opposed to problem solving.

B. CANAL members coming to CANAL meetings assuming that this is a problem solving mechanism.

C. The misperception that once we have defined this as a vision creation model, persons will stop thinking in the problem solving mode--problem solving is a significant mind set and is almost impossible to eradicate in our way of thinking.

D. Because we are unfamiliar with the power of the vision creation model, we tend not to trust its ability to effectively change what we are doing.

Vision Creation Report _____ _____
School Date

II. Involvement of Various Constituencies

CANAL teams could tend to degenerate into being dominated by one constituent group: possibly teachers or parents. A common cause is due to reliance on written communication regarding CANAL meetings and activities, rather than personal or phone contacts. CANAL teams should continue throughout their history to have strong parent components, community representative components, teacher components, and career personnel components.
Probable deviations from process:

A. Constituent groups meeting alone between meetings without other constituent groups.

B. No systematic plan developed up front to maintain involvement and replace immediately those who of necessity must drop out.

C. Design teams often lack diversity of constituent membership.

D. Design teams tend to forget pyramiding.

Involvement of Constituencies Report

_____ School

_____ Date

III. Pyramiding

Pyramiding is important to CANAL in order to have broad-based ownership and support, as well as to gather input and feedback from the school community. In order to avoid any perceptions that the CANAL team is a closed or elitist group, pyramiding should be used to keep the school community informed and involved in school improvement.

In this area, probable deviations from process are:

A. To see over a period of time, the concept simply degenerate to where it no longer occurs.

B. The attempt is made to pyramid with too many people.

C. Those selected to pyramid with are seldom ever normally encountered.

D. The pyramid structure person is told what "we" are doing, rather than asked for their views.

Pyramid report _____ _____
School Date

IV. The Integrity of the Process at the Building Meetings

Even though training is fresh in the minds of those who have just received training, meetings are often planned and conducted using old paradigm structures for how meetings are planned and conducted. Probable deviations from process training:

A. One person plans the meetings.

B. Individuals attending the meetings are "told," not involved.

C. Meetings take place at a time when everyone is tired.

D. No celebration is built in - the concept of joy is forgotten.

E. The meetings are too long.

F. Those responsible forget or don't understand - process training in meetings is essential - before asking those involved to move toward vision creation.

Meetings Report _____ _____
School Date

School-Based Management
Training - Day TWO
Tab 17

V. Human Development Activities

As was stated in training, trust is based upon more and a broader knowledge of one another. In order for the CANAL team to become more than a committee, a broader knowledge of one another is essential. Probable areas of deviation from process:

A. Elimination of the HDA. Its power is not understood, and it is typically eliminated because "we don't have time for it."

B. Bad experience with HDA: topic selected was too personal, borders on what is perceived as "touchy, feely."

C. Is done in a way that it does take too much time: e.g., instead of having it done table by table, it's done for an entire group of 25 people and at minimum takes a half hour for everyone to respond.

HDA Report _____ _____
School Date

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VI. Brainstorming

Although training has occurred, even those trained neglect to remember that brainstorming--the activity itself--is more than a listing process. It must become a creative process. Once everything of an obvious nature is listed, all participants need to have immediate access to that list in order to create what has never been in anyone's mind before. The initial brainstorming list acts as a catalyst for this eventual creativity. Probable deviations from process:

A. Individuals come to the meeting with solutions or their own agenda.

B. Individuals have already discussed their "solution" with other members prior to the meeting.

C. The brainstorming activity was not long enough to allow creation.

D. Because few of us have seen creation in the brainstorming process we tend to have a mind set that such collective creation will not occur.

Brainstorming Report _____ _____
School Date

School-Based Management Training
Day TWO
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VII. Consensus Building

Consensus is an integral part of CANAL. Consensus is the judgment arrived at within the group. Ownership is essential. Differences of opinion must be treated as a way of gathering additional information, clarifying issues and forcing the group to seek better alternatives. Probable deviations from process:

A. A lack of faith that consensus can be reached.

B. Not using the pyramid structure to gain the feelings of diverse constituencies.

C. Taking a vote or "majority rules" approach which creates a win-lose situation rather than a win-win consensus.

D. Not giving everyone sufficient opportunity to influence the decision.

E. Not all group members agreeing to support the decision as if it were their first choice even though it may not have been everyone's first choice.

Consensus Building Report _____ _____
School Date

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VIII. Process Observations

This role is critical to effective meetings, and if done properly, creates a subtle pressure to remain on task and eliminates the need for any one member to [without authority] correct the group. Probable deviations from process:

A. No assignment of process observer--not seen as important.

B. Assignment of a process observer who doesn't understand the role and purpose--chastises individuals, rather than reporting on generally whether the group is or is not on task.

C. No reports from the process observer.

D. Report from process observer after the fact. No allowance for process observation during the process.

Process Observation Report _____ School _____ Date

School-Based Management Training – Day Two
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IX. Involvement of Building Principal

No CANAL team can function over time effectively and enthusiastically without the ongoing support and enthusiasm of the building principal. Forty years of educational research attests to the overwhelming importance of the building principal in any successful school activity. Probable deviations from process:

A. Building principal takes a non-participatory posture, will not get involved.

B. Process and meetings continue without including the principal.

C. Building principal is negative.

D. Building principal dominates--is obviously perceived by other members as "more than one vote."

E. Building principal is perceived as favoring one constituency.

F. Building principal creates conditions which adversely impact: e.g., can't meet in this room.

Involvement of Building Principal

_____ School _____ Date

School-Based Management Training - Day Two
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X. Dealing With Political Realities

Visions arrived at seldom, if ever, irritate anyone. But from visions must flow implementation strategies. Implementation strategies must, by their nature, be specific. They can and will infringe on someone's or some group's territorial imperative. The process of moving from vision creation to implementation strategy must incorporate involving those aspects of the organization which may be impacted by the implementation strategy. CANAL teams must also understand that there can be a whole set of desirable implementation strategies which will get them to their vision. The implementation strategy which steps lightly on existing group or individual territories and involves those who perceive this as their territory has the greatest chance for endorsed and successful implementation. CANAL teams must focus their ownership on visions and learn to be flexible with respect to implementation designs, always keeping in mind "what does victory look like." Probable deviations from process:

A. Lack of understanding of the aforementioned.

B. Movement toward an intense ownership for an implementation strategy which is politically disastrous.

C. No involvement of those most affected by the implementation design in the strategy design and development.

D. No on-going process of communication developed with the current school community bureaucratic structure during the implementation design phase.

E. The misperception that the school corporation has funds to support implementation designs.

Political Realities Report _____ School _____ Date

_____

_____

_____

_____

_____

_____

_____

_____

_____

School-Based Management Training DAY TWO 13 of 17

ACTION CONTRACT

NAME _____

1 vision:

2 goal:

3 plan:

4 challenge:

5 anticipated problems:

preventions:

6 timetable:

7 baseline:

8 minimum:

satisfactory:

excellence:

9 proof:

10 celebration:

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School-Based Management Training - Day Two

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CANAL PLAN: DAY 2

SCHOOL_____

1. How do we plan on sharing what we have learned during the CANAL training with our school community?

2. Who are the team members and what are their roles?

3. Whose cooperation do you need to guarantee successful implementation.

4. Who can you count on for help? Support?

5. What will be our timeline for year one? How do we begin to develop a framework for our CANAL plan?

6. What obstacles can we anticipate? How can we overcome these obstacles?

7. What skills or additional training do we need for members of out team/school? What additional resources do we need?
Some suggestions might be: teambuilding, effective meeting, training for new roles, student leadership training, developing a CANAL plan, parent training, strategic planning, staff development, etc.

8. How do we plan to continue our training/development during the first year?

School-Based Management – Day TWO
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SCHOOL/COMMUNITY PYRAMID GROUPS (MAKING THE GRAPEVINE WORK FOR YOU)

Picture your local beauty shop, bar, church, social, or any other place where people gather in your community. The conversation there is often about school. Someone may be complimenting the building principal while others may be complaining about a teacher or a counselor or blaming the coach for the last basketball defeat. Sound familiar? Information is exchanged and programs and personnel of the school are evaluated in such informal settings. This exchange even when it occurs at a gossip level is an evidence that the school community cares about the education process. This concern is valuable and must be harnessed and directed or it can be destructive as well as make a contribution to the school. And, we're all aware of how that occurs. Judgments are being formed and transmitted as truth based on unfounded rumors, isolated incidents, and embellished events. Lasting impressions of school programs and judgments about the competence of personnel are being formed through such exchange of information.

WHAT IS A PYRAMID GROUP?

Each of your planning team members is asked to select three to five friends to form a pyramid group. While we use the term "group," they need never be assembled together in a group. They are to be interviewed either by telephone or in person between each meeting. For example, your student members might each select three to five students. And, your parent members, three to five parents. And, community leaders the same, etc. For convenience, participants are urged to select those people with whom they have regular contact or easy access. Although, building in diversity is important. For that reason, including those people in a pyramid group that are known to be in opposition to school programs or critical of personnel might be desirable as well as those who are strong advocates of school programs.

WHAT ARE THE EXPECTATIONS OF MEMBERS?

Pyramid members are to be interviewed (in person or by phone) following each meeting of the planning team. This interview will always accomplish two tasks:

(1) Present new information to peer group members to keep them informed about the planning process.

(2) Ask for opinions or reactions or judgments of peer group members for sharing in the next planning session with the larger group.

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WHAT ARE THE BENEFITS OF THE SCHOOL/COMMUNITY PYRAMID GROUP?

1. Rich source of data for a needs assessment for decisions that the planning group makes.
2. Informs the school community about the school improvement planning.
3. Reduces the chances that a "rumor" will be destructive to school improvement efforts.
4. Prepares the climate for change; increases readiness; builds expectations of the community for change and program improvement.
5. Transfers ownership to an expanded number of members through involvement in the planning process.
6. Identifies future sources of assistance.
7. Enhances creativity and problem solving.
8. Increases the development of proactive thinking and future orientation or view of preventing problems rather than a preoccupation with reacting to current dilemmas.
9. Mobilizes latent power and influences those forces to become positive and to make contributions rather than desctructive to school programs.

ANTICIPATED QUESTIONS BY PARTICIPANTS AFTER THE PRESENTATION:

1. How much time are we asking peer group members to take?
   (Answer) We would estimate five to fifteen minute conversations either by phone or in person between each of our meetings.
2. Should we try to select those people who are close friends that we see regularly?
   (Answer) Yes, for convenience and accessibility, why not select those people with whom you work or regularly see at church or in the community.
3. Is the number important?
   (Answer) We suggest three to five because you can manage that task without too much intrusion into your life. If each of us take three to five, obviously an expanded number of school/community persons are included in the planning process. If you have the time, you may add additional numbers. The important point with numbers is that we get a broad representation of the community so that the information you bring back allows us to make a decision that truly reflects the wishes of the school community.

4. Is there anyone who should not be included in the pyramid group?

(Answer) Anyone should be included who has an interest or an investment in the school community. The only person who perhaps should not be included are those who are not a part of the school community in any way.

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING -- DAY TWO

December 14, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: Bennett, Byford, DePriest, and Howe

I. Morning Session

This was the first session of School Based Management Training -- Day Two. Today's trainers included: Dr. Ray Golarz, superintendent of schools, Hobart (Indiana) City Schools; Drs. Jeanne Baxter, Diane Ehrlich, and James McCampbell, all from Northeastern University.

Dr. Golarz talked about monitoring the CANAL Process. In doing so, he used a 10-item guide that was developed to monitor the school based management in his school system. This guide will be very helpful. The 10-items which are some of the pitfalls to avoid or handle in school based management include:

1. Vision creation rather than problem solving;
2. Involvement of various constituencies;
3. Pyramiding;
4. The integrity of the process at the building meetings;
5. Human development activities;
6. Brainstorming;
7. Consensus building;
8. Process Observations;
9. Involvement of Building Principal; and
10. Dealing with Political Realities.

This 10-item guide is helpful to the Core Planning Teams because it gives some structural guidelines and helps them to visualize some format in developing the school improvement plan. It also serves as a reminder of skill building activities necessary to incorporate in developing a school improvement plan. These exercises present opportunities for input from all sectors of the school represented by Core Planning Team members.

Dr. Golarz gave excellent examples of all 10 items in the guide. Additionally, he talked about the importance of ownership (using consensus to bring about agreement on the school improvement plans so that every Core member could "own" the team's decisions). He explained the importance of the team's process observer -- the team appointed member who would observe to the group when they were off task (i.e. when one person or another tends to dominate group activity).

In the Human Development Activity, Dr. Golarz asked the workshop participants to think about a child who recently improved -- a success story. Then they were to share the story with one other person. Dr. Golarz told a story about a young man from a very poor area who was taken out to dinner by older man. The older man took the young man through a car wash -- something that the younger man had never seen before. The younger man related that the experience showed him that there was an entire different way to live life and had a great effect on his life. The younger man was O. J. Simpson and the older man was Willie Mays.

Workshop participants shared some very interesting success stories.

This was followed by a skill building exercise. Dr. Ehrlich gave directions which were unclear. The Core Planning Team members were to go to their individual classrooms and develop an Action Contract to determine a plan for sharing the CANAL experience with other members of the school and community.

II. Afternoon Session (Byford School)

The workshop began shortly before lunch. The objective of the workshop was to develop a plan for sharing the CANAL experience. Because of the poor explanation of the trainer (Dr. Ehrlich), the Byford School Core Planning Team was actually unsure of what they were supposed to do. They did know that they were supposed to fill out a paper to be turned in to Phedonia Johnson, Project CANAL director.

CANAL Monitoring
December 14, 1988

After questioning Dr. Ehrlich, the Byford Core Planning Team determined what their task was and then decided to write their ideas down on paper. To share what they learned at CANAL, the team proposed the following:

1. Handouts, panel discussions;
2. A Question and Answer forum;
3. Parent Council Meetings;
4. Newsletters;
5. Meetings with community leaders;
6. Teachers talking with their individual classrooms;
7. Student Council meeting presentation;
8. One on One;
9. Letters to parents;
10. Through the church;
11. Block clubs;
12. Articles to newspaper;
13. Grade level meetings of staff and faculty;
14. Assembly that would include parents;
15. Pyramid;
16. Video presentations;
17. Notebooks with meeting updates;
18. Bulletin Boards;
19. Guest lecturers from consultants involved in Project CANAL; or
20. Printed poster boards put throughout the community.

CANAL Monitoring
December 14, 1988

In discussing the methods of disseminating the information that they learned at Project CANAL, several members of the Core Planning Team shared what some of the staff, faculty and community had asked them. The questions were:

1. Is this the same junk only under a new name?

2. Do we really get a say?

3. What's the length of funding and what's going to happen after the funding runs out?

4. What is site based management and why do we need it?

5. How much money are we going to get?

6. What programs are we going to get?

When the Byford principal was asked what funding the Core Planning Team was going to received, he shared the following figures with them:

Total Budget: $49,386

$35,925 for extended day services	$318 for food
2,105 for substitute teachers	64 for postage
2,667 for career service	318 for supplies
1,589 for textbooks	
1,600 for professional consultants	
4,800 for non-professionals (parents to attend meetings)	

Following the workshops, the Core Planning Teams returned to the main auditorium. Geri Oberman of the Board's Department of Research and Evaluation recapped the information she gave in Day One Training about evaluation. She read her remarks and tapped them. She said the reason she was reading and taping her remarks was to be consistent in disseminating the same information to each workshop.

CANAL Monitoring
December 14, 1988

III. Observations

This was the first day of the second day of school based management training for the core planning teams. It's important to note this because the first day of all of the CANAL training - orientation sessions and the school based management training workshops were poorly organized and unstructured. At times it seemed like the right hand did not know what the left hand was doing. However, as the training sessions go on from day to day they do become more organized and consistent in the dissemination of information and skills needed to develop the school improvement plans.

The frightening thing about this inconsistency of disseminating information is that there is no way to test its effect on participating core planning teams because no pre-test was done to determine each group's knowledge or exposure to school based management. And sadly, the schools who are the participants on the first day training sessions are the losers because the poor organization of the program is often times very confusing to them.

Secondly, the quality of the trainers is very apparent. Those trainers who have experienced school based management or have used the nominal group techniques to come to consensus are much more effective than those who have not. Project CANAL organizers should decide that trainer A will introduce the main concepts of the orientation sessions and than Trainer B will do the same for school based management sessions. This at least would insure some consistency in the dissemination delivery. While organization is a problem so is the consistency of information delivery. An example of this would be the story of a high school student who was wrongly selected to attend a leadership workshop at Notre Dame. It was a wonderful example of breaking down mind-sets and rituals, but different meaning were imparted depending on which trainer told the story.

Finally, as I have said before, it is imperative to have a trainer in each workshop to guide and oversee the core planning teams in the basic skills of planning. This usually is a problem, but today there were four trainers and four schools. However, the trainers did not remain in the workshops -- they would come in and out and make comments -- which were not always pertinent because the trainer did not sit through the whole process and therefore, did not really know what was going on.

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It is important for the trainers to be more closely involved with the groups in this training period in order for school based management to be successful. The trainers can help the groups acquire the skills necessary to develop a school improvement plan that has everyone's input. It is important for everyone to more fully participate and the trainer (in the role of the outsider) can often help the groups to see something that they might not be able to see.

Additionally, the trainers should be able to determine that the groups can effectively use the skills necessary to format the school improvement plan. And this would only be possible if they are more closely involved in the group's attempt to acquire these skills.

This is the first workshop I have been in where the principal shared the budget with the Core Planning Team. The Monitoring Commission needs to ask what is the budget of each of the 40 schools and what were the criterion for financial allocation.

Respectfully submitted,

Barbara J. Leebens-Osilaja

Barbara J. Leebens-Osilaja
Professional Associate

January 3, 1988

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING -- DAY TWO

December 19, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: Clark, Carter, Frazier, Hughes, Spencer and Sumner.

I. Morning Session

Today's trainers were Kenneth Addison and Diane Ehrlich, both of Northeastern University and Ray Golarz, superintendent of schools in Hobart, Indiana.

Golarz reviewed the concepts of the handout in everyone's packet. The handout was an exercise in reviewing what the workshop participants had learned in the first training session at the CANAL Training Center. Ten guidelines were covered in this handout.

The first guideline reminded the workshop participants that CANAL was a vision rather than a problem solving devise. There is a natural inclination, particularly on the part of those who have not been trained, to endorse CANAL and embrace it because they have a problem they want to bring to the attention of the CANAL Team. But it must be stated and restated to all persons that the CANAL Process is a vision creation model and cannot be tied to current perceived problems, even though the vision in implementation may and probably will eliminate some of the perceived problems.

Secondly, Golarz stressed the importance of involving all the school's constituencies in the School Improvement Plan. If not, the CANAL Core Teams could be dominated by one constituent group and serve only their purposes. Get everyone involved, he said. It's better to have your enemy sitting across the table from you and know what they are thinking, than always having to look over your shoulder not knowing what they are thinking until it's too late.

The third concept discussed was pyramiding. Pyramiding is important to CANAL in order to have broad-based ownership and support, as well as to gather input and feedback from the school community. Pyramiding is a way of communicating and of getting input and feedback from those in the school or community populations who are not Core Planning Team members. Each Core Planning Team member must communicate with two other non-Core Planning Team members and tell them what the Core team is doing. Get their comments and ideas.

The integrity of the process at the building meetings was the fourth concept discussed by Golarz. This was to remind the workshop participants not to return to old habits, rituals or paradigms of how meetings are planned and conducted. Probable deviations from the process training could include:

-- One person plans the meetings;

-- Individuals attending the meetings are "told," not involved;

-- Meetings take place at a time when everyone is tired;

-- No celebration is built in -- the concept of joy is forgotten;

-- The meetings are too long; and

-- Those responsible forget or don't understand that process training in meetings is essential -- before asking those involved to move toward vision creation.

In order for the CANAL Core Planning teams to become more than a committee, a broader knowledge of one another is essential. To do this, Golarz stressed the importance of continuing the human development activities (exercises in becoming more familiar with one another), brainstorming, consensus building to lay the ground work of the improvement plans.

Then, Golarz stressed the importance of the process observer. This is the person who must remind the Core Planning Team members that they are no longer on task -- that perhaps one person is running the show -- rather than getting everyone's input. Additionally, he reminded them of the importance of involving the building principal. No CANAL Core Planning Team can function over time effectively and enthusiastically without the ongoing support and enthusiasm of the building principal.

In conclusion, Golarz told them that visions are not formed, if ever, without irritating someone. It is important for a vision to flow with implementation strategies. By nature, it is important that the implementation strategies be very specific. Just by being specific, they can and will infringe on someone or some groups' territorial imperative. Therefore, to move from vision creation to implementation strategy, the Core Planning Teams must involve all constituencies who have a interest in its success or failure. And most importantly, the Core Planning Teams must deal with and be aware of all political realities.

Golarz's review of the all the concepts studied by the Core Planning Teams in Day One Training was excellent. He is an terrific story teller and relates real life examples to problems in school based management so that everyone can understand. His own school system has been involved in school - based management and this experience is valuable when Golarz fields questions from the Core Planning Teams.

II. Afternoon Session (Hughes School)

Prior to the lunch break, Dr. Diane Ehrlich discussed the objectives of the afternoon workshops. The school groups were to devise a plan to share what they have learned at the CANAL training.

Sixteen people were present at the afternoon session for the Hughes School Core Planning Team. The workshop got off to a slow start because it seemed like everyone was waiting for the principal to take control of the meeting. Finally, the principal said "not to wait for the old man (referring to himself) to get the ball rolling. This is not the way it is in this process.. everyone must get involved."

After he said that the Core Team chairperson got things rolling and asked what exactly did they learn at CANAL. The recorder listed these items after a round-robin discussion:

1. To be open, listen and accept the ideas of others;
2. Create a vision and not just another problem solving mechanism;
3. Learned what CANAL stood for;

4. Learned about consensus building;

5. Must add persons who are critical of Project CANAL to the Core Planning Team -- this will allow the input of all school constituencies.

Then after some discussion on what the Hughes Core Planning Team learned at the CANAL Training Center, they decided to list ways of communicating this new knowledge to the school and community.

Some of these suggestions were:

1. Put posters up explaining CANAL;

2. Periodically send newsletters out to school, parents and community businesses and organizations;

3. Host workshops at the schools giving seminars on some of the organizational techniques learned at CANAL;

4. Have an 8:30 a.m. meeting for parents to tell them about CANAL. A lot of the parents are already at school after just leaving their child off -- also advertise that a babysitter will be available to take care of the smaller children; and

5. Fliers announcing the meeting could be passed by Hughes' students. A method was to be developed to reward students of the homeroom with the most parents attending the meetings.

III. Observations

This Core Planning Team actually had two students on it who came to the workshop and actively participated. It was refreshing. While at times, the students seemed disinterested or perhaps, shy, the other members of the Core Planning Team made great efforts to draw them in and ask their opinions.

Two parents also were involved and did add much to the discussion.

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It is still very important for one trainer to be present at all times during the workshops. After all, this is when the Core Planning Teams are learning the techniques they will use to design and implement a School Improvement Plan.

Whether or not these Core Planning Teams can master the process components of school-based management could determine the success or failure of the whole group effort.

In this workshop, one of the trainers walked in and out of the session, often times making comments which were vary far off target and often times did not relate at all to what was going on. This, at times, confused some of the group, who after the trainer left tried to interpret what she or he meant.

Respectfully submitted,

Barbara J. Leebens-Osilaja

Barbara J. Leebens-Osilaja
Professional Associate
January 8, 1989

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING

December 20, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Spears

Schools Attending Session: Dubois, Dumas, Gale, and Guggenheim

I. MORNING SESSION

Project Director Mrs. Phedonia Johnson informed the participants that they were entering the second phase of the CANAL school-based management process. Although, it is a very fluid process, she explained that it will become clearer and clearer. She stated that the outcome of the training will be to have the skills and know how to involve a diverse group of people into the process, thereby involving people in the mindset of school improvement. Mrs. Johnson contended that the concept of vision creation must be shared by every member of the core planning team. This sharing of the vision prevents the core planning teams from becoming little boards exercising their influence over the school communities.

The school-based management trainers for day were Dr. Diane Ehrlich of Northeast and Dr. Ray Golarz, superintendent of Hobart, Indiana Schools. In addition, the participants were told that Dr. Gary Phillips was planning to speak briefly to the group.

In his presentation, Dr. Golarz emphasized the many problems that school-based or site-based management often entail. Since schools, he contended, will dramatically change as a result of the concepts and ideas embraced by school-based management, there will be many people who will be hoping and waiting for CANAL to fail so that things will remain at status quo. He cited problems in the Oklahoma and New York school systems as evidence that there is nothing to ensure or support the success of school-based management. However, Dr. Golarz is certain that it is worth the risk.

He then reviewed all of the ideas and concepts embraced by the school-based management process, explaining the importance of each and the pitfalls to avoid during the implementation process.

For example, he noted that brainstorming is always a good way to bring about or encourage school pride and community enthusiasm because this activity allows everyone to generate ideas that they believe beneficial to the school community. Dr. Golarz encouraged the participants to remain aware of the importance of sticking to the agenda, rather than straying into irrelevant thoughts, thereby allowing some participants to lose interest.

Consensus-building, another integral part of CANAL and the school-based management process, helps participants to gain or build ownership into the idea, the vision for the school. Dr. Golarz warned participants about resorting to voting or intensive lobbying, when they feel that they have reached an impasse. Voting, he explained, creates resentment and anger, thereby creating a win-lose situation. The ultimate goal of consensus-building is to resolve negative feelings by bringing everyone's ideas into the process and assigning importance to everyone's thoughts.

He then turned to the role of the process observer. He noted that the process observer of each core planning team is suppose to observe the activities of the team, looking in particular for the person or persons who maybe dominating the process. The process observer should bring this to the group's attention without becoming authoritative. It is vital, he stated, that the process observer use tact--diplomacy in pointing out certain problematic areas, otherwise this person can create rifts within the team.

Turning to the current school environment, Dr. Golarz emphasized that the principal's role in the school-based management process is crucial. Since, he or she is the most powerful person on the school's campus, it is vital to the success of the school improvement plan that the principal take an active role in helping school-based management role. In addition, he noted that it is important that each school community recognize the political realities surrounding it and deal with it accordingly.

Dr. Golarz encouraged the participants to make a special effort to eliminate the we/they situations at their respective schools. He stated that the community and school representatives who are not coming to the CANAL Training Center are jealous

of the core planning team members. Steps must be taken to lessen jealousy and animosity of any sort. It is particularly important that all of the meetings that are held regarding CANAL are timely, informative, relevant and in a pleasant surrounding.

Introducing Dr. Gary Phillips as the guru of school-based management, Mrs. Johnson told the participants that he has been instrumental in introducing the concept to school systems across the nation. In his brief remarks, Dr. Phillips stated that teachers must increase their expectations regarding their job performances and their students' levels of achievement. He stated that if the teachers are coming to school with the intent of just making it through the day, they usually have students who are doing the same. He encouraged teachers to embrace the concept of "paradoxical intention," which is to make something better by thinking of the situation in a worsened state.

II. AFTERNOON SESSION

During the afternoon segment of the training session, the schools met in separate rooms to brainstorm for ideas concerning the dissemination of CANAL information. Guggenheim's participants initially listed ineffective communication efforts that the school currently utilizes (i.e. notes home to parents by children, intercom system). Then, they generated ideas for positive, more effective ways to communicate with parents. Those ideas included the following:

1. U.S. mail;
2. Incentives (to children) for parental responses;
3. Public service announcements (audio visual/or print media);
4. Phonebanks to inform parents; and
5. School newspaper announcement.

The groups later reunited in the auditorium to share their ideas. Dr. Ehrlich informed them that they had devoted much of the day to a goal that will later become part of their vision. She also explained that the action contract included in the day's packet will help each core planning team move from the talking stage to the actual planning and implementing of the school improvement plan.

Finally, Mrs. Johnson reiterated Dr. Golarz's point: that the participants place special emphasis on communicating the CANAL ideas to persons outside of the core planning team. This,

she explained, will prove to be a crucial part of creating and ultimately implementing a school improvement plan.

Participants were then given evaluation forms to complete.

Respectfully submitted,

Christy R. Spears

Christy R. Spears
Professional Assistant

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING -- DAY TWO

December 21, 1988

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Leebens-Osilaja

Schools Attending Workshops: Dett, Cooper, Bradwell, Stowe and Hearst.

I. Morning Session

The trainers for this session were Eric Witherspoon, assistant superintendent of Hohart, Ind. schools; Ken Addision and Jeanne Baxter, associate professors at Northeastern University.

Witherspoon did an excellent job of reviewing the concepts out together in a handout. These concepts were taught during Day One of the School Based Management training. After reviewing these concepts he introduced the Action Contract, a sheet of paper enclosed in the participants folders. The Action Contract neatly lays out the planning process. There are 10 steps in the Action Contract. These include:

1. Vision;
2. Goal;
3. Plan;
4. Challenge;
5. Anticipated problems;
6. Timetable;
7. Baseline;
8. Minimum, satisfactory, and excellence;
9. Proof;
10. Celebration

The contract is structured to assist the Core Planning Teams in laying out their course of action in completing a goal. The goal to be completed in the workshop was this: How do we plan on sharing what we have learned at Project CANAL? This was the best explanation of the planning process I have heard thus far.

Witherspoon said the Action Plan is a series of action steps to help groups accomplish goals. In trying to achieve these goals, the group should use the NGT (Nominal Group Technique) to get consensus.

A member of one of the Core Planning Teams asked if there are any additional research/resources that she or her team could read so that they could understand more fully the NGT and the Action Plan process. Witherspoon informed the participants that the Training Center had many other sources dealing with school based management available to be used by anyone who needed them.

The Core Planning Teams left the auditorium and adjourned to their individual classrooms for their workshop sessions.

II. Afternoon Session (Cooper School)

Ten persons attended the Cooper School Workshop. The group split into two groups: one English-speaking and one Spanish-speaking.

The groups first silently generated ideas which they wrote down on paper. Then in a round-robin style, they presented their ideas on how they planned on sharing what they learned at Project CANAL.

Group 1 -- English Speaking

1. Present information and provide motivating variables to parents, career service and all those involved at the school who are not members of the Core Planning Team.

2. Present a bilingual dramatization showing baseline versus what the vision is for the school (without offending the administration) to show the audience what shared governance is like.

3. Use students in classes to demonstrate the NGT (Nominal Group Technique) in a mock demonstration.

4. Solicit suggestions as to what "creating a New Approach to Learning" Means. Discuss the positive suggestions to focus on.

5. Present information from the training sessions to career service personnel at the school.

6. Place a copy of the minutes taken at each CANAL training session on the school bulletin board so that everyone can read just what is going on with the Core Planning Team at Oakenwald.

7. Develop a vision per week and announce on the intercom and put it up on the bulletin board.

Coming to consensus, the group though the bilingual dramatization on showing the baseline versus the vision was an excellent idea. Additionally, they thought the Core Planning Team should present information and provide motivating variables to parents, career-service persons and all others involved. A vision should be developed weekly and announced on the intercom and put up on the bulletin board.

Some of the anticipated problems the group felt they face were: might lose energy or enthusiasm for Core Planning Team and Project CANAL. Also, the group work together in harmony and try to maintain its cohesiveness.

Group Two -- Spanish Speaking

1. Create a school newspaper and write about Project CANAL and the Core Planning Team training.

2. Meet with the staff and share the goals of CANAL.

3. Send out reports to the school and community via written communication about CANAL.

The group as a whole was to meet again to resolve what they were going to do to share their CANAL training with the school and the community.

The participants returned to the Training Center's auditorium. Witherspoon directed the teams to participate in a human development activity. As fast as they could, he wanted them to think of all the things that they could do tomorrow when they returned to their school to bring more joy to the school. Then after the groups came to a quick consensus, each group had to present their idea in a unique way to the total group.

Stowe School said they were going to sing a song about how wonderful it is to belong to Project CANAL.

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Hearst School said every member of the Core Planning Team was going to praise students...they sang "Jingle Bells."

Cooper School Core Planning Team was going to compliment someone. The team enthusiastically sang, Feliz Navidad.

Bradwell School's Core team was going to smile and say good morning and speak to people they normally did not. The team sang "We wish you a Merry Christmas and a Happy New Year " and was joined by the entire audience.

III. Observations

The "Joy" session where each of the participating schools presented ways to bring joy at school the next day was emotional. The Core Planning teams were very excited and enthusiastic.

Respectfully submitted,

Barbara J. Leebens-Osilaja

Barbara J. Leebens-Osilaja
Professional Associate

January 8, 1989

Monitoring Commission for Desegregation Implementation

CANAL MONITORING

SCHOOL BASED MANAGEMENT TRAINING

January 17, 1989

Oakenwald Elementary School
Chicago, Illinois

Monitoring Commission Staff Present: Horton, and Leebens-Osilaja

Schools Attending Workshop: DuSable, Lafayette

I. PROGRAM CONTENT/ACTIVITIES

At the morning session participants of DuSable High School were divided into four groups of varying sizes (from four to nine). The participants discussed how they could plan and share what they learned at Project CANAL with other constituents of their school. They discussed involving everyone, creating a new mindset, teaching consensus decision-making and pyramid structuring to disseminate information.

During the afternoon session, in three groups of similar size, the active participants of Lafayette Elementary School discussed how to gain increased ownership for CANAL (how to sell CANAL). More active participation by all at Lafayette was stressed, positive mental attitudes, accepting and participating in challenging activities, working towards increased morale and equality among staff, involvement in staff development training programs and pyramiding. The trainer shared with each group what they did well.

II. CANAL STAFF/CONSULTANTS PRESENT

Dr. Ray Golarz, superintendent
Hobart Indiana Schools
Dr. Eric Witherspoon, assistant superintendent
Hobart Indiana Schools.

III. OBSERVATIONS

a. Content Relevancy
The content was relevant to both groups.

b. Professional Preparation
In DuSable School's smallest group, three of the teachers involved were quite knowledgeable of the content. The fourth participant did not participate in the discussion too often, but agreed with the other three most often. The trainer entered the room only once and only addressed one group before leaving the room again. Consequently, most participants groped in determining how to accomplish the task.

With the Lafayette school group, every group in the room indicated through understanding of the content and the Trainer rotated from group to group. The entire group was able to ask questions about the content and were given appropriate feedback by the Trainer.

c. One of the schools exhibited full active participation, while the other had a handful of active participants and a number of inactive participants in the groups.

d. The room produced a little draft, otherwise it was adequate for small group discussions. One of the groups from DuSable left the room for the hallways, as they found this less distracting since there were about nine people in each group.

e. Lafayette School fulfilled the task quite adequately, while DuSable School concluded that they could complete the task at a later date - two days later.

IV. STRENGTHS AND WEAKNESSES

In the DuSable School group, the Trainer only intervened in one of the discussion groups and then left the room. The rest of the groups groped for leadership in clarifying the content. The other school group was very involved with improving their school as a team, even though in three small separate groups. The presence of the trainer was very supportive and his questions to individual groups triggered much involvement and creative thought processes. The trainer pointed out the absence of parents and emphasized the need to involve them in Project CANAL. He contributed some good ideas for parent involvement. This school group presented some very creative approaches towards learning at their school.

V. RECOMMENDATIONS

In future training sessions of this sort, it appears the groups will benefit immensely from the support of the trainer. His/her presence, questioning, giving positive feedback, answering questions and being supportive of the groups' efforts should make a difference. Perhaps with this kind of support, one of the schools would not have given up the completion of the task for a future date. Perhaps in order for everyone to become more involved and productive in the task, group size should be reduced and an even number of participants assigned to each group.

Respectfully submitted,

Regina M. Horton

Regina M. Horton
Professional Associate

Appendix E

Resumés for

Mary E. Davidson, Ph.D., Principal Investigator

Primary Consultants - Norman R. Kurtz, Ph.D.
Calvin M. Smith, Jr., Ph.D.
Doris M. Williams, Ph.D.

Staff - Regina M. Horton, Ph.D.
Barbara Leebens-Osilaja, B.S.
Jesse Qualls, B.S.
Christy R. Spears, M.A.

Curriculum Vitae

MARY EDNA DAVIDSON

School of Social Work
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EDUCATION

Doctor of Philosophy, (Social Welfare Policy, Planning and Research), Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, 1975.

Dissertation Chairperson: Roland L. Warren
Dissertation Title: "Alternative Planning Models and the Boston Model Cities Planning."

Master of Social Work, (Psychiatric Social Work), University of California at Berkeley, 1964.

Bachelor of Arts (Psychology and Sociology), University of San Francisco, 1962.

HONORS AND AWARDS

National Institute of Mental Health Fellow

Child Welfare Educational Grant, State of California

Scholastic Scholarship, University of San Francisco

Fred Hampton Scholarship Fund - Image Award

Who's Who in Human Services, 1988

National Association of Human Rights Workers - President's Certificate of Appreciation

Member, Academy of Certified Social Workers, National Association of Social Workers

Certified School Social Worker, State of Illinois

Curriculum Vitae
Mary Edna Davidson

PROFESSIONAL EXPERIENCE

Director (October 1984) and Associate Professor on the Graduate Faculty, School of Social Work, College of Human Resources, of Southern Illinois University, Carbondale, IL, January 1984 to present.

Assistant Professor on the Graduate Faculty, The University of Chicago, School of Social Service Administration, teaching responsibilities-social welfare policy, Chicago, IL, advocacy research and core social work practice, 1973-1983.

Special Assistant to Kevin H. White, Mayor, City Hall, Boston, MA, 1972.

Assistant Professor and Project Director, Simmons College School of Social Work, Rehabilitation Services Administration Training Grant entitled, "New Careers in Rehabilitation," Grant No. 27-P-05112/1-01; and Project Director, Social Work Manpower Training Grant, "Proposal for Developing New Directions for Social Work Education and Practice in the Core City," Grant No. 20-P-56003/1-02, Boston, MA, 1971.

Principal Investigator and Project Director, Model Cities Administration, Public Welfare Revision Study, Boston, MA, 1969-1970.

Instructor, City College of San Francisco, Department of Sociology, San Francisco, CA, 1968.

Child Welfare Worker and Supervisor, City and County of San Francisco, Department of Social Services, San Francisco, CA, 1964-1968.

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Davidson, M.E., Burrows, D., & Johnson, P. (1977, September). Evaluation of the Beacon House summer program: Effects on occupational and educational aspirations, effects on sensitivity and awareness of parenthood and family related issues. Chicago: Beacon Neighborhood House, 1-24.

Davidson, M.E. & Burrows, D. (1977, August). Beacon '77, Project Beacon House: Phase I, opinion survey, Vol. I (A community advocacy research report). Chicago: Beacon Neighborhood House, United Christian Community Services, 1-57.

Davidson, M.E. & Burrows, D. (1977, August). Beacon '77, Project Beacon House: Phase I, opinion survey, Vol. II. (A community advocacy research report). Chicago: Beacon Neighborhood House, United Christian Community Services, 1-90.

Davidson, M.E., Chase, J., & Johnson, H. (1971, August). The impact of social irresponsibility: An example of advocacy research in a model neighborhood area, Vol. I. Boston: Model Cities Administration, Office of the Mayor, 1-181.

Davidson, M.E., Chase, J., & Johnson, H. (1971, August). The impact of social irresponsibility: An example of advocacy research in a model neighborhood area, Vol. II. Boston: Model Cities Administration, Office of the Mayor, 1-119.

Davidson, M.E. (1971, March). The social service market. Boston: Model Cities Administration, Office of the Mayor, 1-29.

STAFF REPORTS PREPARED UNDER THE DIRECTION OF M.E. DAVIDSON

Davidson, M.E., Smith, C., Leebens-Osilaja, B., & Spears, C. (1988, May). Monitoring Commission's memorandum on the admission process for certain elementary options for knowledge programs under the Student Desegregation Plan for the Chicago Public Schools. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-18.

Davidson, M.E., Smith, C., Leebens-Osilaja, B., & Spears, C. (1988, May). Monitoring Commission's response to the Annual Desegregation Review, 1986-87, part II: Recommendations on Educational Components under the Student Desegregation Plan for the Chicago Public Schools. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-62.

Davidson, M.E., Smith, C., Leebens-Osilaja, B., & Pappenfort, D. (1988, April). Monitoring Commission's response to the Annual Desegregation Review, 1985-86, part II: Recommendations on Educational Components under the Student Desegregation Plan for the Chicago Public Schools. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-44.

Curriculum Vitae
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Davidson, M.E., Smith, C., Leebens-Osilaja, B., & Pappenfort, D. (1988, April). Monitoring Commission's response to the Annual Desegregation Review, 1986-87, part I: Student Assignment Component under the Student Desegregation Plan for the Chicago Public Schools. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-70.

Davidson, M.E., Smith, C., & Leebens, B. (1987). Monitoring Commission's report on the status of analysis of financial resources in the Chicago Public Schools under the Student Desegregation Plan. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-9.

Davidson, M.E., Smith, C., & Leebens, B. (1987). Monitoring Commission's report on the status of prevention of within-school segregation in the Chicago Public Schools under the Student Desegregation Plan, academic year, 1985-86. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-12.

Davidson, M.E., Smith, C., & Leebens, B. (1987). Monitoring Commission's report on the status of the student assignment components in the Chicago Public Schools under the Student Desegregation Plan. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-24.

Davidson, M.E., Smith, C., & Leebens, B. (1987). Monitoring Commission's report on the status of use of school facilities in the Chicago Public Schools under the Student Desegregation Plan, academic year, 1985-86. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-10.

Davidson, M.E., Smith, C., & Leebens, B. (1987). Monitoring Commission's report on the status of use of student assignment techniques in the Chicago Public Schools under the Student Desegregation Plan, academic year, 1985-86. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-12

Davidson, M.E., Smith, C., Leebens, B. (1987). Monitoring Commission's report on the status of 1985-86 desegregation implication for policy and planning in the Chicago Public Schools under the Student Desegregation Plan. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-12.

Curriculum Vitae
Mary Edna Davidson

Davidson, M.E., Pappenfort, D., & Tate, P. (1986, July). Monitoring Commission's summary public awareness forum on dropouts from the Chicago Public Schools, conducted August 9, 1985. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-12.

Davidson, M.E., Tate, P., & Pappenfort, D. (1986, June). Impact of desegregation budget cuts on the Chicago Effective Schools Project. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-70.

Davidson, M.E., Brownlee, G., & Pappenfort, D. (1985, April). Monitoring Commission's report on the status of implementation of desegregation staff development components of the Student Desegregation Plan for the Chicago Public Schools. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-57.

Davidson M.E., Brown, C., & Pappenfort, D. (1984, October). Monitoring Commission's report on the status of implementation of the special education components of the Student Desegregation Plan for the Chicago Public Schools. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-91.

Davidson M.E., Tate, P., & Pappenfort, D. (1984, September). Occasional paper number one: The town meetings. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-11.

Davidson, M.E., Smith, C., & Pappenfort, D. (1984, August). Monitoring Commission's report on the prevention of within-school segregation in the Chicago Public Schools under the Student Desegregation Plan. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-17.

Davidson, M.E., Smith, C., & Pappenfort, D. (1984, July). Monitoring Commission's response to the Chicago Board of Education's annual desegregation review, 1983-84, part I: Student assignment plan. Chicago: Monitoring Commission for Desegregation Implementation, Chicago Board of Education, 1-63.

BOOK REVIEWS

Davidson, M.E. (1984, May-June). [Review of Social work practice with minorities]. Social Work, 29, 305.

Davidson, M.E. (1984, May-June). [Review of Social work and ethnicity]. Social Work, 29 305.

Davidson, M.E. (1976, July). [Review of Race and authority in urban politics: Community participation and the war on poverty]. Contemporary Sociology, 5, 532-533.

Davidson, M.E. (1975, June). [Review of The great society: Lessons for the future]. Social Service Review, 50, 356.

Davidson, M.E. (1975, June). [Review of Minority migrants in the urban community: Mexican-American and Negro adjustment to industrial society]. Social Service Review, 48, 304-305.

NATIONAL PERIODICALS

Davidson, M.E. (1982, October 8). New federalism--old discriminationism. The New York Times, Op. Ed., p. 29.

Davidson, M.E. (1981, August 28). Even the rich are on (fiscal and job) welfare. [Letter to the editor]. Chicago Sun-Times, p. 46.

PUBLICATIONS IN PROCESS

Davidson, M.E. (1988). Conceptual pitfalls in monitoring desegregation initiatives in urban public schools. Manuscript submitted for publication.

Davidson, M.E. (1988). Uncovering disparity in the delivery of social services: A social work approach to civil rights monitoring and enforcement. Manuscript submitted for publication.

PROFESSIONAL PAPERS

Davidson, M.E. (1988, July 20-21). Race and child care: Lessons from the States. Paper presented at the International Study Seminar," Investing in Children: Issues for Child Care Practice in the 90s." Co-sponsored by the National Childrens Home and Community Care, Russell House, London, England.

Davidson, M.E. (1987, September). Enhancing equity in service delivery to minority populations. Paper presented at the First International Conference on Human Service Information Technology Applications, Birmingham, England.

Davidson, M.E. (1987, May 8). Affirmative action in Southern Illinois. Paper presented at the Conference of Illinois Affirmative Action Officers, Southern Illinois University, Carbondale, IL.

Davidson, M.E. (1986, August). A comparative study of minority policy in the United States and the United Kingdom: Civil rights in the 1980s. Paper presented at the Inter-University Consortium for International Social Development, University of Japan, Hachioji, Japan.

Davidson, M.E. & Gunter, P.L. (1986, May). The danger of being black, old, and female in rural America. Comparative paper presented at the National Association of Social Workers Conference on Women's Issues: Dangers and Opportunities, Atlanta, GA.

Davidson, M.E. (1982). Civil rights and new federalism. Paper presented at the National Leadership Conference, Iota Phi Lambda Sorority, Center for Continuing Education, The University of Chicago, Chicago, IL.

Davidson, M.E. (1981). Problems of social welfare in urban America. Paper presented for an administrative fellowship program: A collaborative project between the Chicago Board of Education and the University of Chicago with the support of the Ford Foundation, Chicago, IL.

Davidson, M.E. (1977). Policy formation, programming and implementation: Aspects of purposeful social change. Paper presented at Council on Social Work Education, Phoenix, AZ.

Davidson, M.E. (1976). Racism and social policy. Paper presented at a symposium on Racism and Social Policy, Florence Heller School for Advanced Studies in Social Welfare, Brandeis University, Waltham, MA.

Davidson, M.E. (1974). Some cautionary comments on purchase of service. Paper presented at the Central States Regional Conference of the American Welfare Association, Des Moines, IA.

Davidson, M.E. (1972). The process of welfare research in a model neighborhood. Paper presented at a Wednesday program of Academic Rounds, Boston University, School of Medicine, Division of Psychiatry, Boston, MA.

MEMBERSHIP ON UNIVERSITY COMMITTEES

A. Southern Illinois University, Carbondale, IL.

Member, (1987-), Search Committee for Vice President of Academic Affairs and Research.
Member, (1987-), Vice President's Planning for Programming in Gerontology Committee.
Member, (1986-), Affirmative Action Council.
Member, (1987-1988), Graduate Dean's Fellowship Panel.
Member, (1987), Task Force on Intergenerational Equity.
Member, (1985-1987), Ad Hoc Steering Committee on Recruitment of Minority Students.

B. The University of Chicago, Chicago, IL.

Member, (1974-1984), Admission to Doctoral Study.
Member, (1981-1984), Curriculum Policy.
Member, (1982-1984), Children in the Curriculum.
Member, (1980-1983), Ad Hoc Committee on SSA301 Practice of Social Intervention.
Member, (1981-1982), Ad Hoc Committee on Task Forces, Year 1.
Member, (1980-1982), Student Appeals.
Member, (1980-1982), Goverance.
Member, (1980), Ad Hoc Advisory Committee to Advise Dean of Future of School of Social Service Administration.
Member, (1979-1981), Advisory Committee to the Center for the Study of Welfare Policy.
Member, (1977-1978), Faculty Working Group on Core Content (Task Force 1).
Member, (1976-1979), Faculty Status.
Member, (1976-1977), Search Committee for New Dean.
Member, (1973-1978), Social Development Curriculum.
Member, (1973-1977), Academic and Professional Standards.
Member, (1973-1974), Continuing Education.

PROFESSIONAL SERVICE AND CONSULTATIONS

Board of Directors, (1987-1991), Illinois Humanities Council.

Board of Directors, (1987-1988), Illinois Caucus on Teenage Pregnancy.

Task Force Member, (1987-1989), Family Policy Task Force to assess the Illinois Family Impact Law, P.L. 83-96. Illinois Family Service Association, the American Family Service Association, and the Office of the Governor of Illinois.

Member, (1987-), Committee on Legislation and Policy, the Council on Social Work Education.

Chairperson, (1987-1988), Symposium on Critical Thinking in Social Work Education for the Annual Program Meeting of the Council on Social Work Education.

Principal Investigator and Staff Consultant, (1985 to present), Desegregation Monitoring Project, Monitoring Commission for Desegregation Implementation, Chicago Board of Education, Chicago, IL.

Member, (1983-1985), Schools Committee of Crises Intervention Services Project on Gang Crimes, Department of Human Services, City of Chicago, Chicago, IL.

Lead Consultant, (1982-1985), Monitoring Commission for Desegregation Implementation, Chicago Board of Education, Chicago, IL.

Member, (1981-1982), Priorities Committee of the City of Chicago Social Services Task Force, Jane M. Byrne and Harold Washington, Mayor, Chicago, IL.

Member, (1976-1979), Special Crime and Delinquency Review Committee, National Center for Prevention and Control of Rape, National Institute of Mental Health, Rockville, MD.

Member, (1975-1977), Community Development Advisory Council, Cook County Board of Commissioners, Chicago, IL.

Representative, (1971), Boston Model Cities Administration and for Eastern Massachusetts Chapter, National Association of Social Workers, to Income Maintenance Subcommittee of Joint Committee on Social Welfare. Chairperson: Jack Backman, senator, Massachusetts Legislature, Boston, MA.

Chairperson, (1970-1971), Public Welfare Committee, Eastern Massachusetts, Chapter, National Association of Social Workers, Boston, MA.

Vice-President, (1970-1971), Easter Massachusetts Chapter, National Association of Social Workers, Boston, MA.

Representative, (1970-1971), Boston Model Cities Administration, Massachusetts Public Welfare Council, Boston, MA.

Staff Consultant, (1971), Center for the Study of Welfare Policy, University of Chicago, Chicago, IL.

Chairperson and National Coordinator, (1968), the annual conference of the Congress of Racial Equality (CORE), Oakland, CA, 1967, and Columbus, OH.

Guest Lecturer, (1968), School of Community Mental Health Nursing, University of California Medial Center of San Francisco, CA.

Staff Consultant, (1967-1968), U.S. Department of Labor, Human Interaction Programs, University of Oklahoma, Norman, OK.

Research Consultant, (1966-1968, Fall), Beack Conference Planning Committee, West Coast Region.

Member, (1965-1967), Technical Advisory Committee of Horizons Unlimited (School Dropout for the Spanish-surname community), Title II Project, Mission Area of San Francisco, CA.

Program, Consultant, (1967), 24th Annual Convention Congress of Racial Equality (CORE), Oakland, CA.

Representative, (1967), Urban Life Center, University of San Francisco, to the Western Addition Planning Council, San Francisco, CA.

Member, (1967), Mayor's Health and Welfare Task Force, Office of the Mayor, San Francisco City and County, San Francisco CA.

Chief Consultant, (1966), Mission Anti-Poverty District San Francisco Economic Opportunity Council, San Francisco, CA.

COMMUNITY SERVICE

Member of the Board, (1986-), United Way of Carbondale, IL.

Member of the Board, (1986-), Jackson County Community Mental Health Center, Carbondale, IL.

Member, (1981-1985), Long-Range Planning Committee, United Way of Metropolitan Chicago.

Member, (1981-1984), Board of Christian Social Action, Church of the Good Shepherd, (Congregational-United Church of Christ), Chicago, IL.

Member, (1978-1981), Human Subjects Review Committee, Cooperative Studies Research Program, Veterans Administration, Hines, IL.

PROFESSIONAL PRESENTATIONS AND WORKSHOPS

Panelist, (1987, October 13), "Supreme Court and Its Impact on Individual Liberties," at the American Association of University Women, Carbondale, IL.

Panelist, (1987, July 24), "Ethnic Minorities in Academe," at the Contemporary Issues in American Higher Education Forum, sponsored by the Department of Educational Administration and Higher Education, at Southern Illinois University at Carbondale, Carbondale, IL.

Panelist, (1987, April 11), at a public affairs forum on human rights, hosted by Southern Illinois University at Carbondale, Emeritus College, Carbondale, IL.

Speaker, (1987, March 31), "Issues in Comparative Race Relations in the United States and England: Implications for Social Welfare Subjects," for the International Forum sponsored by the Office of International Programs and Services, Southern Illinois University at Carbondale, Carbondale, IL.

Speaker, (1986, November 10), "Reflections on Education for International Social Work Practice," at a colloquium titled, "Education of Human Service Professionals: An International Perspective," Quigley Hall, Southern Illinois University at Carbondale, Carbondale, IL.

Speaker, (1986, October 3), "Relationship Between African and African Americans - Past, Present and Future," for the Symposium sponsored by the Nigerian Student Association, Southern Illinois University, at Carbondale, Carbondale, IL.

Speaker, (1986, April 5), "Social Research and Social Justice," Pan-African Conference, Southern Illinois University, at Carbondale, Carbondale, IL.

Speaker, (1986, March 26), "Social Work in the Year 2000," for the Carbondale Rotary Club, Carbondale, IL.

Speaker, (1986, February 24), "Desegregation: Success or Failure," for Black History Month at Eastern Illinois University, Charleston, IL.

Speaker, (1986), "Moving Toward Truth, Power and Justice: Advocacy Strategies in Social Research," for the Organizing Committee on Critical Analysis of the Council on Social Work Education, Annual Program Meeting, Miami, FL.

Speaker, (1985), "The Challenge of Community Relationship in the '80's," presented at Kaleidoscope: A Human Potential Symposium, Northeastern State University, Talequah, OK.

Keynote Speaker, (1984, March), the Provident Hospital Department of Social Services Honors Social Work Month: Social Work Monitoring and Enforcement of Anti-Discrimination Laws on Behalf of Families and Children.

Guest Expert, (1978), appearances on television "Weekend Magazine," WLS-TV (Channel 7) and "Daybreak," WBBM-TV (Channel 2) in Chicago; WMAQ-TV News, Chicago (Channel 5); KDFW-TV News, Dallas, Texas (Channel 4); and on local radio shows and press statements about current issues and social welfare.

Keynote Speaker and Resource Person, (1982), Dallas/Fort Worth Minority Outreach Project: Conference for Community Based Social Agencies, sponsored by the Region VI, U.S. Department of Health and Human Services, Office for Civil Rights, Region Office for Technical Assistance, Dallas, TX.

Speaker, Chairperson and Organizer, (1982) of a community conference: "Civil Rights Compliance in Social Services for Children," Board of Christian Social Action, Church of Good Shepherd Congregational. (More than 150 attendees, including judges, state level administrators, private agency directors, line staff, and clients. Videotaped by the University of Chicago, School of Social Service Administration Media Center), Chicago, IL.

Speaker, (1982), "Color in a White Society," a minority issues conference, sponsored by the National Association of Social Workers, Los Angeles, CA.

Speaker, (1982), Mid-West Regional Conference of the Child Welfare League of American and Child Care Association of Illinois, Chicago, IL.

Speaker, (1982), annual meeting of the National Association of Black Social Workers, Chicago, IL.

Panelist, (1982), "The Welfare System: No Place to Go," Women in Poverty--A statewide conference on the Feminization of Poverty, sponsored by Hull House Association, Chicago, IL.

Speaker, (1982), "Enforcing Civil Rights for Low-Income People," for the Midwest Regional Conference on Poverty Law and Federal and State Law Changes, (sponsored by Western Center on Law and Poverty, Inc., Los Angeles and Food Research and Action Center, Washington, D.C.), St. Benedicts's Center, Madison, WI.

Keynote Speaker, (1981), "Civil Rights Compliance in the Human Services: Historical and Philosophical Issues," Human Services Training Program for Professional Staff, Office for Civil Rights, U.S. Department of Health and Human Services, Chicago, IL.

Lecturer, (1980), on "Social Welfare, Social Work and Civil Rights," for headquarters staff, Office for Civil Rights, U.S. Department of Health and Human Services, Washington, D.C., (videotaped).

Speaker, (1980), "Hispanic and Non-Hispanic Perspectives on the Quality of Life in Neighborhoods in Transition," National Association of Social Workers, Illinois Chapter, First Biennial Symposium, Chicago, IL.

Panelist, (1980), "Advocacy Research and the Black Community: Social Services and the Black Community in the Decade Ahead," Annual Meeting of the Association of Social and Behavioral Scientists, Nashville, TN.

Speaker, (1978), "Advocacy Research and the Black Community," National Association of Black Social Workers Annual Conference, San Francisco, CA.

Speaker, (1978), Midwest School Social Work Conference, Lake Geneva, WI.

Speaker, (1976), "Social Services Today, A National and Regional Perspective: Doing Good or Doing Well," People Side of Housing and Community Development Conference, sponsored by the National Association of Black Social Workers, Baltimore, MD.

Workshop Leader, (1976), "Social Policy and Planning: A Workshop for Experienced Teachers," Council on Social Work Education Annual Program Meeting, Philadelphia, PA.

Speaker, (1972), "An Alternative to Community Control: Vouchers as a Mechanism for Institutional Responsiveness," Massachusetts Conference on Social Welfare, Boston, MA.

Speaker, (1971), "An Economic Model for the Delivery of Social Services, Implications for Line-Staff," Massachusetts Public Welfare Conference, White Cliffs of Plymouth, MA.

Keynote Speaker, (1970), "The Separation of Services and Income Provision in Aid to Families with Dependent Children," to the North Carolina State Conference on Social Services, Raleigh, NC.

Curriculum Vitae
Mary Edna Davidson

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Association for Protecting Children

American Association of University Women

Business and Professional Women

Council on Social Work Education

Illinois Committee on Black Concern in Higher Education

Inter-University Consortium for International Social Development

National Association of Human Rights Workers

National Association of Social Workers

CURRICULUM VITAE

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Education:

Wartburg College, Waverly, Iowa	B.A. 1953
Wartburg Seminary, Dubuque, Iowa	B.D. 1957
University of Colorado, Boulder, Colorado	Ph.D. 1966 Sociology
Post-doctoral Study in Epidemiology, Harvard University School of Public Health	1975-1976

Present Position:

Associate Dean, Lester and Alfred Morse Professor in Urban Studies, The Florence Heller Graduate School, Brandeis University, Waltham, MA: 1984 to present.

Director of Ph.D. Studies, The Florence Heller Graduate School, Brandeis University, Waltham, MA: 1983 - 1984

Director, Alcohol Policy Training Program, The Florence Heller Graduate School, Brandeis University, Waltham, MA: 1972 to present.

Lecturer and Consultant, General Command and Staff Training Institute, New England Police Chiefs Association, Babson College, Wellesley, MA: 1967 to present.

Consultant to the National Center for Health Service Research, U. S. Department of Health and Human Services, PHS, Hyattsville, MD: 1975 to present. Currently involved with the User's Liaison Program to provide training to state legislators and officials to incorporate research in developing health policy.

Consultant and developer with Robert Fordham of the National Center for Health Services Research for User Liaison Workshops on Alcohol Services and Health Cost Care Containment.

Past Positions:

Brandeis University: Assistant Professor, 1966; Associate Professor, 1971; Tenure, 1973; Full Professor, 1980.

Visiting Professor of Research, San Diego State University, San Diego, CA: 1982-83.

Chairman, Training Review Committee, National Institute on Alcohol Abuse and Alcoholism: 1976-77.

Member, Training Review Committee, National Institute on Alcohol Abuse and Alcoholism: 1974-77.

Chairman, Kurtz Review Group, Oversight Committee on the Evaluation of a Computerized Problem-Oriented Medical Records System (PROMIS), Burlington, VT for the National Center of Health Services Research: 1975-78.

Principal Investigator Roles:

The Impact of Occupational Alcohol Programs: 1981 to 1983.

A Needs Assessment of Social Services in Barnstable County, funded by the Kelley Foundation, Hyannis, MA: 1980-81.

Barriers to the Use of Occupational Alcoholism Programs, funded by the National Institute of Law Enforcement and Criminal Justice: 1974-77.

Evaluation of Citizen Advocates' Impact on Retarded Parolees, funded by the National Institute of Law Enforcement and Criminal Justice: 1974-77.

A Comparative Study of Two Extended Health Care Benefit Programs, with the Michigan Health and Social Security Research Institute, UAW, funded by Social Security: 1969-71.

Delivery Systems for Mass. Medical Care, with the Michigan Health and Social Security Research Institute, UAW, funded by Social Security: 1967-68.

Recent Policy Activities:

Consultant to Illinois Governor's Task Force on Adolescent Pregnancy, 1983 Springfield, Illinois. Assisted in developing a design and methodology for using secondary data to assess the problem and identify public, private and voluntary service organizations for responding to adolescent pregnancies.

Designer and Primary Presentor of Workshop: The Role of Alcohol Services in Containing Health Care Costs, 1983 For the Eastern Regional Conference of the Council of State Governments (Connecticut, Delaware, Maine,

Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Vermont), sponsored by the User Liaison Program, National Center for Health Service Research with the cooperation of the National Institute for Alcohol Abuse and Alcoholism.

Testified to the Advisory Council of the Department of Health of Maine, 1984 Augusta, Maine, against the appropriateness of granting certificate of need for hospital-based alcoholism treatment unit for adolescents in favor of community- residential based treatment settings.

Consultant to South Carolina Governor's Task Force on Unmet Needs in Primary Health Care, 1984 Columbia, South Carolina. Assisted in developing a methodology and analyzing secondary data to evaluate unmet needs.

Team member to design and present a workshop for Connecticut legislators and health officials, 1984 Use of Data for State Policy and Managerial Decision-Making, sponsored by the User Liaison Program, National Center for Health Services Research.

Designer and Presentor of workshop for a group of 26 state health officials from 15 states, 1984 Rensselaerville, New York, The Role of Alcohol Service in Containing Health Care Costs, sponsored by the User Liaison Program, National Center for Health Service Research in cooperation with the National Institute for Alcohol Abuse and Alcoholism.

Conference on Getting Tough on Drunk Drivers in Massachusetts, 1984 Brandeis University, Waltham, Massachusetts, for state legislators, director of safety, county and state jails and prison officials, sheriffs and attorneys with National Institute for Sentencing Alternatives, Heller School, Brandeis University.

Timberline, Oregon, Workshop: The Role of Alcohol Services in Containing Health Care Costs, 1984 Sponsored by the User Liaison Program, National Center for Health Services Research in cooperation with the National Institute for Alcohol Abuse and Alcoholism. Representatives from California, Colorado, Hawaii, Idaho, Kansas, Nevada, New Mexico, Utah, Washington.

Designed and Presentor at Conference on the Impact of Mandated Benefits for Alcohol Services, 1984 Augusta, Maine, for state legislators and health officials.

Testimony: Alternatives to Hospital-based Alcoholism Treatment, 1984 Waterbury, Vermont, Vermont Health Policy Corporation considering three certificates of need applications for hospital-based alcohol treatment.

Sante Fe, New Mexico, Workshop: The Role of Alcohol Services in Containing Health Care Costs, 1985 Sponsored by the User Liaison Program, National Center for Health Services Research in cooperation with the National Institute for Alcohol Abuse and Alcoholism. Representatives from Arizona, Colorado, New Mexico, Oklahoma, Texas and Utah.

Presentator: Alternatives to Hospital-based Alcoholism Treatment for EAP's, 1985 Vermont Businessmen's Association, Montpelier, Vermont.

Presentator: Low Cost Treatment Alternatives to Hospital-based Alcohol Treatment for EAP's, 1985 Denver, Colorado, Rocky Mountain State Employers Council, sponsored by PEW Associates.

Testified on The Impact of Mandated Alcoholism Treatment: Low-cost Alternatives, 1985 Des Moines, Iowa, Health Policy Corporation of Iowa sponsored by the User Liaison Program, National Center for Health Services Research, for alcohol treatment professionals, insurance representatives, legislators, health professionals and representatives of Iowa's leading employers and union.

Member of Panel to Develop Tools for Assessing the Impact of Alcohol Education, 1985 Los Angeles, California, sponsored by the National Center for Disease Control, Atlanta, Georgia.

Consultant to the Vermont Senate Subcommittee on Health and Social Welfare, 1985 Series of meetings to develop a method for evaluating the capacity of the state to meet health care needs in maternal and child health. Sponsored by User Liaison Program of the National Center for Health Services Research.

Member of Panel to Develop Tools for Assessing the Impact of Alcohol Education, 1986 Los Angeles, California, sponsored by the National Center for Disease Control, Atlanta, Georgia.

Publications

Books and Book Chapters

Occupational Alcoholism: An Annotated Bibliography, Addiction Research Foundation, Bibliographic Series No. 17. 1984 with Bradley Googins and William Howard.

Introduction to Social Statistics. New York: McGraw-Hill, 1983.

"Dynamics of the Identification and Referral Process in Work Organizations," in *Occupational Alcoholism: A Review of Research Issues*, National Institute on Alcohol Abuse and Alcoholism, Rockville, Maryland. Washington, D.C.: U.S. Government Printing Office, 1982.

Coming Back, The Community Experiences of Deinstitutionalized Mentally Retarded People, Abt Books, October, 1978, with Elinor Gollay, Ruth Freedman, Marty Wyngaarden. Substantial sections of this book have been copied and admitted as evidence in the Federal District Court, Louisville, Kentucky in support of deinstitutionalization, and in the Federal District Court at Montgomery, Alabama.

America's Troubles: A Casebook on Social Conflict, Prentice-Hall, 1969, with Howard E. Freeman, Second Edition, 1971.

Journal Articles

"Deterrence of Drunk Driving in Massachusetts: Criminal Justice System Impacts," *The International Journal of the Addictions*, Vol. 21, 1986, with Mark D. Corrigan and Michael Forcier.

"How to Get Full Value from Employee Assistance Programs," *Compensation and Benefits Management*, Vol. 1, No. 4, 1985: 325-334, with Bradley Googins.

"How Employees View Work Based Alcoholism Treatment Programs," *Digest of Alcoholism Theory and Application*, Vol. 4, No. 3, 1985: 56-63, with Bradley Googins.

"The Employee as Client: Perceptions of a Work-based Alcohol Treatment Program," *Journal of Psychoactive Drugs*, Vol. 2, No. 16, 1984, with Bradley Googins.

"Measuring the Success of Occupational Alcoholism Programs," *Journal of Studies on Alcohol*, Vol. 45, No. 1, 1984, with Bradley Googins and William Howard.

The Effectiveness of Treatments for Alcohol Abuse, prepared for the Eastern Regional Conference of the Council of State Governments, 1983.

"Prevention, Intervention and Treatment: Concerns and Models," *Alcohol and Health Monographs* No. 3, National Institute on Alcohol Abuse and Alcoholism, 1982, with Joy Camp.

Contribution to the Fourth Special Report to the U. S. Congress on Alcohol and Health, on Manpower in Alcoholism Services, 1981, U. S. Department of Health and Human Services, Public Health Service.

"Discriminating Participating and Non-Participating Supervisors in Occupational Alcoholism Programs," *Journal of Drug Issues*, 11, 1981: 199-216, with Bradley Googins.

"The Role of Supervisors in Occupational Alcoholism Intervention," *E.A.P. Digest*, 1, 1981: 14-19, with Bradley Googins.

"Factors Inhibiting Supervisory Referrals to Occupational Alcoholism Intervention Programs," *Journal of Studies on Alcohol*, 41, 1980: 1196-1208, with Bradley Googins.

"Clients' Views of an Alcoholism Program," *Labor-Management Alcoholism Journal*, 10, 1980: 102-113, with Bradley Googins and Carol Williams.

"Supervisors' Views of an Occupational Alcoholism Program: An Experiential Perspective", *Alcohol, Health and Research World*, 4, Spring, 1980, with Bradley Googins and Carol Williams.

"Research on Occupational Programs," featured in Information and Feature Service, 1979, National Institute on Alcohol Abuse and Alcoholism.

"Supervisor's Perspectives of Occupational Alcoholism Programs: Theoretical Myths and Practical Reality," *Proceedings of Eighth Annual Meeting of Association of Labor/Management Administrators and Consultants on Alcoholism*, 1979, with Bradley Googins.

"Supervisory Networks: Towards an Alternative Training Model," *Labor-Management Alcoholism Journal*, 9, 1979, 35-40, with Bradley Googins.

"Managing the Alcoholic Employee: Towards a Model for Supervisory Intervention," *Industrial Management*, 21, 1979: 15-21, with Bradley Googins.

"Pain as a Joint Function of Alcohol Intake and Customary Reasons for Drinking," *International Journal of Addictions*, 14 (2), 173-182, with Henry S. G. Cutter, Bruce Maloof, and Wyatt C. Jones.

"Specially Labeled Offenders and Community Assistance: Evaluation of the MASS-CAP Demonstration." *Final Report to the National Institute of Law Enforcement and Criminal Justice*, Washington, D.C., for Project # 75-NI-99-0029, July, 1976.

"Feeling No Pain: Differential Responses to Pain by Alcoholics and Non-Alcoholics Before and After Drinking," *Journal of Studies on Alcohol*, Vol. 37, March 1976:273-277, with Henry S. G. Cutter, Bruce Maloof, and Wyatt C. Jones.

"Policy Lessons of the Uniform Act: A Response to Comments," *Journal of Studies on Alcohol*, 37, March 1976:382-392, with Marilyn Regier.

"The Uniform Act: The Compromising Process of Social Policy Formulation," *Journal of Studies on Alcohol*, 36, November 1975: 1411-1441. Rutgers Center of Alcohol Studies, New Brunswick, NJ, with Marilyn Regier.

"Evaluation Research and Protective-Advocacy-Legal Services for the Developmentally Disabled." *Paper prepared for the Symposium on Developmental Disabilities*, Harvard School of Public Health, 1974.

Testimony on Hearings before the Committee on Ways and Means, House of Representatives, 93rd Congress, Second Session on the Subject of National Health Insurance, Vol. 8 of 9, pp. 3343-3370, for the Lutheran Council in the U.S., July 1974.

"A Difficult But Important Trip," *Contemporary Psychology*, 1974, 19,(4): 287-289. A review of The American Disease: Origins of Narcotic Control. New Haven: Yale University Press, 1973.

Non-Profit Homes for the Aged in New Hampshire, Monograph, Levinson Gerontological Institute, Brandeis University, 1972, with Eggert, Roberts, Torres-Gil, 1973.

"The Evolution of Long-Term Care Institutions," with Robert M. Moroney in S. Sherwood (ed.), *Long-Term Care: Handbook for Researchers, Providers and Planners*. Spectrum Publications, 1975.

"Extended Care Benefits: A Comparison of the Utilization of Two Age Groups," *Inquiry*, 1973:50-53, with Robert M. Moroney.

"A Comparative Study of Two Extended Care Benefits," *Medical Care*, 10. (6), Nov./Dec. 1972:505-515, with Robert M. Moroney and John Colen.

"Extended Care Benefits for United Auto Workers," *Nursing Homes*, 20, (5), 32-35, with Robert M. Moroney.

Quality in Medical Care. A Research Monograph, with Thelma Zwerdling, Michigan Health and Social Security Research Institute, Inc., 1969.

"Gatekeepers: Agents in Acculturation," *Rural Sociology*, 33 (1), 1968:64-70.

"The Organization of a Social Science Unit in a Large Public Municipal Hospital," *Abstracts, American Public Health Association*, 1967.

Mathematical Models in Social Science: A Bibliography, Monograph, Bureau of Sociological Research, University of Colorado, Boulder, CO, 1966, with Rod Paris-Stephens.

"Gatekeepers in the Process of Acculturation," *Bureau of Sociological Research*, University of Colorado, Boulder, CO, 1966.

Courses at the Heller School:

Statistics
Research Design
Evaluation Research
Theory Construction and Inference
Application of Social Theory to Alcohol Use
Seminars in Alcohol Research
Social Theory (Processes of Social Change)

Activities at Brandeis University:

Academic Planning Committee, 1985 to present
Personnel Committee, 1985 to present
Task Force on Tenure, 1985 to present
Administrative Council, 1985 to present
Committee on Research Curriculum, 1967-1981
Brandeis University Faculty Senate Council, 1972-75
Brandeis University Human Subjects Committee, 1978-1981
Brandeis University Tenure Review Panel, 1981-1982
Chairman, Curriculum Committee, 1977-79; Member 1970-71, 1968-69
Advisory Committee to the Dean, 1968-72
Director of Health Care Division, 1969
Admissions Committee, 1969-70, 1973-74, 1980-81
Advisory Committee for Reorganization, 1970
Long-Range Planning Committee, 1970-71
Brandeis University Faculty Senate, 1971-1975

Memberships:

American Association of University Professors
Alpha Kappa Delta
American Sociological Association
Eastern Sociological Association
Midwestern Sociological Society
ALMACA (Association of Labor-Management Administrators and Consultants on Alcoholism)
NCA (National Council on Alcoholism)

RESUME

Name:	Calvin M. Smith Jr.
Residence:	1825 Arbor Hill Dr. Columbus, Ohio 43229
Office Address:	270 East State Street Columbus, Ohio 43215
Residence Telephone:	(614) 882-8597
Office Telephone:	(614) 225-2783

PROFESSIONAL EXPERIENCE:

August 1980 to Present: Executive Director
Internal Monitoring
Columbus (Ohio) Public Schools

Responsibilities - Serves as a member of the Superintendent's cabinet with staff responsibility for assessing school district progress toward attainment of its major goals. Oversees and interprets the day-to-day continuing implementation of a desegregation remedy plan as well as major activity of the line divisions in elementary education, secondary education, and student support services with regard to accomplishing the major educational goals of the system. Responsible for the organization and implementation of student desegregation plans, communicating the structure of such plans to the community at-large, maintaining continuous contact with significant community groups with regard to desegregation, and seeking out and procurring extra-system funding for desegregation related activity.

Accomplishments - Initiated and maintained a school district information system that was Court adjudged as totally responsive to its information concerns and needs. Produced competitive proposals for seeking support for desegregation funding that resulted in federal government awards of $23,111,056 between 1981 and 1986. Provided leadership in planning for major desegregation modifications in 1980, 1982 and 1986, for magnet school expansion in 1986, for the operation of post unitary status desegregation, and for the use of Board policy in leau of Court orders to maintain functional desegregation. Instituted several computer based student accounting data systems. Developed the district-wide evaluation strategy for multicultural education in all schools. Gave leadership to the development of the cost-accounting process for the recovery of desegregation expenses from the State of Ohio. Assisted in the solution of the Franklin County school land transfer issue via the "Win-Win" negotiation process with thirteen suburban school system superintendents.

October, 1979 to July, 1980: Director of
Evaluation Services
Columbus (Ohio) Public Schools

Responsibilities - Chief administrator of the system's curricular and instructional research, planning, and evaluation function and provided administrative leadership in the design, implementation, and reporting of 84 separate project activities. Served as director of a staff of 18 professionals and seven certificated staff. Provided information support services for all central office administrative units of the district.

Accomplishments - Initiated an annual personnel review process for purposes of professional renewal and retraining, produced all 84 projects on time and under budget. Planned and coordinated the test development activities associated with the district's first basic skills mastery assessment device and personally designed the teacher reporting forms that linked the test to the mastery education curriculum and instructional materials index.

March, 1977 to September, 1980: Administrator on Special Assignment
Desegregation Taskforce
Columbus (Ohio) Public Schools

Responsibilities - Served as a member of the Desegregation Planning Team charged with developing a system-wide remedy plan compliant with orders of the Federal District Court. Responsible for preparing all budgets for all remedy plan elements, seeking extra-district funding to satisfy those budgets, responsible for the writing, editing, and production of all documents to be supplied by the Board for Court filing, and was one of three public spokes-persons on desegregation plans and procedures.

Accomplishments - Achieved the Court's orders and the Boards goals in the design of a desegregation plan. Personally wrote proposals which received a total of $4,321,607 in awards between April, 1977 and August, 1978 and a total of $11,613,951 between September, 1978 and September, 1980. Gave leadership to the production of documents required by the Federal District Court during the process of legal appeals to higher courts. Established the districts Office of Funding and supervised its staffing and organization.

October, 1974 to February, 1977: Acting Director
Department of Evaluation and Research
Columbus (Ohio) Public Schools

Responsibilities - Served as chief administrator for the design, conduct, and reporting for an annual average of 81 projects regarding various aspects of institutional and instructional research. Served as school district energy manager from 1976 to 1977 and was chief spokesperson on school district energy policy and other related matters. Responsible for the production of proposals

for extra-district funds to assist in the strengthening of district efforts in research, evaluation, and community relations. Responsible for the analysis, reporting, and public information efforts on city-wide student test-score performance.

Accomplishments - Designed and initiated the district's first computer-based energy consumption data base as well as a school-by-school energy conservation program. Gave leadership to the conduct of a two-year Title-V funded effort to improve the level of community involvement in public schools. Designed the currently used format for and gave leadership to the production of the first three annual reports on Progress in Education as required by Ohio law. Delivered each assigned project on time and under budget.

August, 1972 to September, 1974: Supervisor of Program Evaluations
Department of Evaluation and Research
Columbus (Ohio) Public Schools

Responsibilities - Served as administrator in charge of the largest section of departmental activity being responsible for the design, conduct, and reporting of all special instructional projects funded by ESEA, State of Ohio DPPF, or local monies. Responsible for preparation of all budgets for such projects, for the staffing of these projects, and day-to-day direct supervision of all ESEA projects, and indirect supervision of all others. Responsible for the production of all district ESEA Title III and ESEA Title II grant applications. Served as department coordinator for all personnel policies. District spokesperson for city-wide student test-score performance. Responsible for designing the school district competency-based education project for graduating seniors.

Accomplishments - Designed and initiated the department-wide, computer-based personnel time allocation system which increased the recovery of department project costs by 95 percent. Assisted in the successful application of four ESEA Title III applications for a total of 1.1 million dollars. Assisted in the successful completion of an ESEA Title II grant application for 650,000 dollars. Evaluated the state-wide educational television network instructional materials inventory according to a federal contract for same. Gave leadership to the conversion of ESEA program evaluations to performance objectives based on content mastery criteria including the design and production of the mastery tests, student record keeping systems, and computerized student history files.

August, 1968 to July, 1972: Supervisor of Federal Program Evaluations
Department of Evaluation and Research
Columbus (Ohio) Public Schools

Responsibilities - Served as administrator in charge of designing, budgeting, staffing, conducting, and reporting evaluations of ESEA-funded programs. Served as the departmental representative to the city-wide test selection committee and school district representative to the city-wide Title I ESEA Parent Advisory Committee.

Accomplishments - Designed and initiated the district's first computer-based student record system independent from the primary student data base. Gave leadership to the joint administrative/teacher selection of new student basic skills tests K-12 for all Title I ESEA programs. Designed and conducted the first evaluation of the administration of the city-wide student performance tests. Delivered all 16 projects on time and under budget for four consecutive years.

January, 1967 to July, 1968: Graduate Assistant
The Evaluation Center
The Ohio State University

Responsibilities - To design, conduct, and report under general supervision the evaluation of ESEA Title I Pre-Kindergarten and Basic Mathematics Improvement Programs. To give leadership to the staffs of selected schools on melding the efforts of regular classroom teachers and Basic Mathematics teachers. Selected and designed evaluation plans and instruments, and reviewed research literature.

August, 1964 to December, 1966: Junior High School Teacher
Columbus (Ohio) Public Schools

Responsibilities - Taught social studies and English for two and one-half years to seventh, eighth and ninth grade students. During summer school for two years taught senior English composition and eighth grade grammar.

EDUCATIONAL BACKGROUND:

Special Graduate Studies, The Ohio State University - 1983-84
Educational Administration and Leadership

Doctor of Philosophy, The Ohio State University - 1971
Majors: Educational Research and Sociology (Research Methods)
Minor: Curriculum and Instruction

Graduate Studies, The Ohio State University - 1965-67
Political Science, Public Philosophy, and Public Policy

Master of Arts, The Ohio State University - 1965
Major: Social Science Education

Bachelor of Science in Education, The Ohio State University - 1964
Majors: History and Government and Social Science Education
Minor: English Education

PRESENTATIONS:

Ohio Department of Education Conferences
Symposia sponsored by The Ohio State University
American Educational Research Association Annual Meetings
United States Department of Education Conferences
National Institute of Education seminars
Symposia sponsored by the Illinois State Department of Education
National Society for the Study of Education symposia
Phi Delta Kappa Meetings and Conferences
Ohio Education Association Conferences

RESEARCH AND WRITING:

The Bases for Decision Making and Planned Change. The Ohio State University Evaluation Center, Columbus, Ohio, 1968. (Mimeograph)

Pre-Kindergarten - A Mandatory Experience. The Ohio School Boards Association, Columbus, Ohio, 1968.

The Role of the Evaluation Technician-Supervisor as a Provider of Information. The Columbus, Ohio City School District, Department of Evaluation and Research, Occasional Paper Series, 1969. (Mimeograph)

An Exploratory Study of the Effects of Compensatory Education on the Reading and Mathematics Achievement of Intermediate Grade Pupils. Presentation: 1972 Annual Meeting of the American Educational Research Association, Chicago, Illinois, 1972.

The Interface Between Program Evaluators and Program Administrators. Presentation: 1972 Annual Meeting of the American Educational Research Association, Chicago, Illinois, 1972.

Evaluation: The Helpful Hydra. Presentation: 1972 Conference on Federal Program Administration, Sponsored by The School Management Institute, Columbus, Ohio, 1972.

PROFESSIONAL ORGANIZATIONS:

Phi Delta Kappa
National Society for the Study of Education
National Council for Measurement in Education
American Educational Research Association
Theory Into Practice

COMMUNITY SERVICES:

Board Member, Central Ohio Council, Boy Scouts of America; 1977 to present
Board Member, Seal of Ohio Council, Girl Scouts of the United States; 1981 to present
Board Member, The United Methodist Good Shepherd Church; 1971 - 1980
Taskforce Member, Metropolitan Human Services Commission on Gang Violence; 1985
Chairman, Council Nominating Committee: Seal of Ohio Council, GSUSA; 1984
Taskforce Member, Columbus City Council Commission on Teenage Pregnancy, 1984

PROFESSIONAL ACTIVITIES:

Consultant - Ohio Department of Education, Division of Research and Development, 1968.
Consultant - Ohio Department of Education, Division of Research and Development, 1969.
Presenter - A.P.G.A. Annual Meeting, 1969.
Consultant - The Ohio State University N.A.B. Counselor Training Projects, 1970.
Consultant - School Management Institute, Seminar on Federal Programs, 1970.
Consultant - School Management Institute, Evaluation Consultant, 1971.
Presenter - 1972 AERA Convention
Discussant - 1972 AERA Convention.
Consultant - Ohio Department of Education, Division of Planning and Supplemental Centers, 1973.
Consultant - The Ohio State University Faculty of Special Services, External Evaluator of an E.P.D.A. Program, 1974.
Consultant - Indiana University Midwest Center for the Study of Pupil Personnel Services, 1974.
Consultant - Indiana University Midwest Center for the Study of Pupil Personnel Services, 1975.
Presenter - HEW Region 6 Conference on ESEA Title I - Title I Programs That Work, workshop, 1976.
Presenter - Miami of Ohio University Conference on Energy Conservation: Round Two, 1978.
Member - Ohio Department of Education School Energy Advisory Committee, 1977-1980.
Chairman - Greater Franklin County Metropolitan Education Council Energy Committee, 1978.
Presenter - Energy and the Public Sector, a conference co-sponsored by The Ohio State University and U.S. Senator John Glenn, 1979.
Consultant - National Institute of Education Urban Studies Team, 1980.
Consultant - Columbus Area Community Action Organization, Project C.C.I.P., 1981.
Presenter - Issues in Desegregation, a conference sponsored by the Ohio Department of Education, 1983.
Consultant - Lindell Plaintiffs, St. Louis, Missouri School Desegregation Case, 1983.
Consultant - Louisville Board of Education Re: Identification of Racially Neutral School Areas, 1983.
Consultant - U.S. Department of Justice, Office of Community Services, 1983.
Consultant - Chicago Schools Desegregation Monitoring Commission, 1983-86.
Consultant - Benton Harbor, Michigan Community Desegregation Committee, 1986.

VITA

NAME		Doris Moss Williams
ADDRESS		605 Valley Avenue Birmingham, Alabama 35209 Home: (205)942-1451 Office: (205)348-7027
SOCIAL SECURITY NUMBER		579-36-4876
TITLE		Associate Professor
EDUCATION		
R.N.		Freedman's Hospital School of Nursing Howard University Washington, D.C. Certification No. 17953
B.A.	1960	Nursing Education American University
M.A.	1962	University of Chicago Social Service Administration Chicago, Illinois Certified Social Work (No. 549C)
		Advanced Study, University of Alabama Birmingham, Alabama
	1977	CSWE Accreditation Site Visit Training Kansas City, Missouri
Ph.D.	1977	University of Alabama Administration/Higher Education
	1984	CSWE Accreditation Site Visitor Chairperson Training Detroit, Michigan
EXPERIENCE		
1985-present		Senior Educational Consultant Council on Social Work Education
1983-present		Associate Professor of Social Work Coordinator of NIMH Project
1981-1983		Associate Dean School of Social Work University of Alabama

1980-1981	Interim Dean School of Social Work University of Alabama
1978-1983	Associate Dean and Director of MSW Program School of Social Work University of Alabama
1977	Associate Professor School of Social Work University of Alabama Administration and classroom teaching
1975-1977	Management Training Institute University of Alabama Planning and training of staff working with developmentally disabled
1974-1977	Assistant Professor School of Social Work University of Alabama
1970-1973	Assistant Professor, Supervisor Center for Developmental and Learning Disorders Department of Pediatrics University of Alabama Medical College Birmingham, Alabama
1968-1970	Instructor and Supervisor Center for Developmental and Learning Disorders Department of Pediatrics University of Alabama Medical College Birmingham, Alabama
1966-1973	Instructor (part-time) Miles College Birmingham, Alabama
1964-1968	Family Counselor and Group Therapist Family Counseling Association Birmingham, Alabama
1963-1964	Staff Nurse Veterans Administration Birmingham, Alabama
1962-1963	Program Director and Street Club Worker with Hard to Reach Youth Chicago Youth Centers Chicago, Illinois

Doris M. Williams

1960-1962	Staff Supervisor Illinois Lutheran Welfare Association (residence for emotionally disturbed adolescents)
1954-1959	Psychiatric Nurse Residential Treatment Center for Disturbed Children National Institute of Health Bethesda, Maryland

AREAS OF EXPERTISE AND RESEARCH INTEREST

Social Work Education Curriculum Issues and Development. Special interests in the areas of health/mental health and content. Research on blacks and ethnic minorities. Student recruitment.

PUBLICATIONS

Williams, "The Role of the Social Worker in the Family Physician's Office. In Psychiatric Services for Underserved Rural Populations. N.Y.: Brunner Mazel, 1985.

Williams, "Student Handbook: Master of Social Work Degree Program," The University of Alabama, School of Social Work, Rev. ed., Fall, 1980.

Williams, "Coordinating Comprehensive Child Health Services: Service, Training, and Applied Research Perspectives," based on the proceedings of the 1980 Tri-Regional Workshop for Social Workers in Maternal and Child Health Services, Birmingham, Alabama.

Williams, "The Administration and Planning of a Field Education Program," The University of Alabama, Doctoral Dissertation, 1977.

Williams, "Guidebook for Social Work Students," Policies and Procedures, Center for Developmental and Learning Disorders, Birmingham, Alabama.

Audio-Visual Publications

Williams, "Models of Social Group Work," University of Alabama, 1977, 16mm sound, b/w.

a. Remedial Model - 30 minutes
b. Reciprocal Model - 30 minutes
c. Social goals Model - 30 minutes

Williams, "Training at CDLD" - Slide presentation and script, co-authored CDLD, Birmingham, Alabama, 1972.

Doris M. Williams

PAPERS, PRESENTATIONS AND WORKSHOPS

Williams, "Curriculum Issues - The Black Experience," University of North Carolina, Chapel Hill, N.C., March 1984.

Williams, "Behavior Modification," State Department of Mental Health, Adolescent Adjustment Center, Eufaula, AL, September 1983.

Williams and Hall, "A Framework for Teaching HBSE Across Cultural Boundaries," CSWE Annual Program Meeting, Fort Worth, TX 1983.

Williams, "The Use of A Class as a Group," Social Work Education Conference, Barbourville, KY 1980.

Williams, "Medical Social Work: Casework Plus," Hospital Social Work Symposium, Annapolis, MD, July 1979.

Williams, Workshop Leader, "Field Education Planning and Management," at the Alabama-Mississippi Conference, Jackson State University, Conference Proceedings, 1979.

Williams, "Racism and Poverty," Whitney M. Young Memorial Institute. Organized and directed. Co-sponsorship National Association of Social Workers, Alabama Chapter of NASW, NASW 1979.

Williams, "Helping Families to Adjust." Special Education Teachers, Birmingham, AL 1978.

Williams, "Integrating Minority Content in Social Work." CSWE Annual Program Meeting, Boston, Mass., 1978.

Williams, "Modified Psychodramas: A Social Groupwork Tool," Social Work Practice Perspectives, College Park, MD, June 1978.

Williams, "The Black Woman and Alcoholism" Black Families Symposium, Atlanta, GA, February 1978.

Williams, Workshop Leader, "Crisis Intervention," Alabama Conference of Social Work, Birmingham, AL 1978.

Williams, Workshop Leader, Alabama Conference of Social Work, Montgomery, AL 1978.

Williams, "Increasing Minority Leadership." NASW National Symposium, San Diego, Calif., 1977.

Williams, "Marriage and the Black Woman," Black Families Symposium, Miles College, Birmingham, AL 1977.

Williams, "Social Groupwork with the Mentally Retarded," UAF Center for Developmentally disabled, Birmingham, AL 1975.

Williams, Workshop Leader, Child Abuse and Neglect Institute, University of Alabama, 1975.

Williams, "Growing Up Poor.: Teachers in Title III Program in Birmingham, Jefferson County, and Bessemer School Systems, 1975.

Williams, "Pros and Cons of Genetic Counseling." Ministerial Alliance, Huntsville, AL 1974.

Williams, Workshop Leader, First Annual NASW Symposium, New Orleans, LA, 1973.

HONORS AND AWARDS

1983	The Distinguished society of American Women
1981	Who's Who - Women in America
1981	The Directory of Distinguished Americans
1980	Who's Who in the South
1978	Award for Service to Profession, NASW
1977	Women of Distinction, Iota Phi Lamba
1977	Phi Delta Kappa
1976	Kappa Delta Pi
1974	Listed in "Black Leaders" in America
1974	American Academy of Human Services Outstanding Service Award
1972	Delta Sigma Theta Community Service Award for participation in the Sickle Cell Project, Huntsville, AL
1978-70	Jefferson County Committee on Equal Opportunity Distinguished Service Award
1960-62	NIMH Fellowship for Graduate Study, School of Social Service Administration, University of Chicago

CONTRACTS AND GRANTS

1980-81	State of Alabama Department of Pensions and Security
1981-82	Program Director, NIMH Grant #5-T31-MH15835-03
1983-84	Project Coordinator, NIMH Grant #1-T01-MH17961-01
1984-85	Project Coordinator, NIMH Grant #1-T01-MH17961-02
1985-86	Project Coordinator, NIMH Grant #1-T01-MH17961-03

CONSULTING

Regional Training Centers:

Adolescent Health, UAB, Birmingham, AL, 1977-81
Pulmonary Pediatrics, UAB, Birmingham, AL, 1979-81

Veterans Administration Hospital
Birmingham and Tuscaloosa, AL, 1975-Present

Management Training Institute, University of Alabama, 1974-77

State Department of Mental Health, 1977-Present

Washington University, St. Louis, MO, MSW Program & Curriculum Consultation, 1987

Grambling State University, MSW Program Development, 1981

Council on Social Work Education - Site Visitor Trainer
Washington, DC, 1986, Atlanta, Georgia, 1986

PUBLIC SERVICE

Council on Social Work Education Accreditation Site Visits

1978	University of Missouri, Columbia, MO
1979	Syracuse University, Syracuse, NY
1980	Union College, Barbourville, KY
1982	University of Illinois, Chicago, IL
1983	Simmons College, Boston, MA
1984	University of Louisville, Louisville, KY
1987	University of Arkansas, Little Rock

Council on Social Work Education - Abstract Reviewer for APM, Miami, Florida, 1986, St. Louis, Missouri, 1987

National Association of Social Workers - Abstract Reviewer - Minority Affairs Conference, Washington, DC, 1987

Board Member, Planned Parenthood, Birmingham, AL 1975
Alabama Department of Pensions and Security, Advisory Committee, School of Social Work, 1977-80.
National Symposium Planning Committee, NASW, Washington, DC, 1976-present
Planning Committee, Second Annual Institute on Black Families
Planning Committee, Alabama/Mississippi Undergraduate Educators
Council on Social Work Education - House of Delegates 1986-Present

ORGANIZATIONAL AFFILIATIONS

Alabama Conference of Social Work
  Executive Committee (1977-78)-(1981-82)-(1983-84)
  Program Committee, Member-at-large, 1977-78.
Academy of Certified Social Workers
American Association of University Professors
Council on Social Work Education
Alabama Association of Black Social Workers
  Executive Committee
National Conference on Social Welfare
American Association on Mental Deficiency
National League of Nursing, 1955-Present
National Association of Social Workers, Alabama Chapter
  Second Vice President, 1972-74
  Executive Committee, Member-at-Large, 1974-76-1984-1987
  Nominating Committee, Chair 1971-73
  Professional Standards Committee, Chair 1978-80
National Conference of Deans, 1980-81

COURSES TAUGHT

Social Welfare Institutions, History & Philosophy
Social Work Practice with Individuals, Families and Groups
Administration and Clinical Supervision
Introduction to Social Work
Family Dynamics and Treatment
Social Treatment with Groups
Social Work and the Law
Field Education I and II
Personality Development and Social Systems
Psychosocial and Systems Problems

COMMITTEE ASSIGNMENTS

University

1985	Health & Safety Committee
1984	Omsbudsman Committee
1980-1982	Intercollegiate Athletic Committee
1979-1982	Student Awards Committee
1979-1981	Graduate Council
1980-1981	Honors Day
1980-1981	Committee to Draft Grievance Procedure
	Sesquicentennial Committee
1978-1980	Equal Opportunity Committee
	Title IX Subcommittee
	Affirmative Action Subcommittee, Chair
1979	Special Task Force for Preparation of Papers for Commissioner of Welfare, Gary Cooper

1978-'979 Academic Advising Committee
1976-Present Rank, Tenure and Promotion
Capstone College of Nursing

School of Social Work

Student Grievance Committee
Student Progress and Development, Chair
Student Recruitment and Financial Aid
Social Work Practice with Groups
Student Affairs Committee, Chair

Rank, Tenure and Promotion Committee
MSW Program Committee, Chair
Curriculum Committee, Chair
Admissions Committee, MSW Program, Chair
Practice Area Committee
HBSE Area Committee
Health/Mental Health Committee
Health/Mental Health Committee, MSW Program, Chair
Formal Complaint and Sanction Committee, Chair
Affirmative Action Committee

Doctoral Committees

Theo Maqashalala
Jim Meherg
Eddie Johnson
Joyce Carter

Chairperson, Social Work Minor Committees

Carol Zippert
Thomas Buttram
Donald Crook
Mahin Pourvaghma

/co
5/18/88

VITA

REGINA MOSENA FRANCES HORTON
9310 Long Point, #17
Houston, Texas 77055
Tel. (713) 973-8274

EDUCATION

Southern Illinois University-Carbondale, Illinois
Ph.D. Education, 1984
Concentration in Elementary Education with specialization in Early Childhood and Bilingual Education.

Simmons College-Boston, Massachusetts, Summer 1972.
Methods and Materials in Bilingual Education.

Southern Illinois University-Carbondale, Illinois. 1972-73.
Enrolled in Early Childhood graduate courses, in child language romance philogy and linguistics.

Southern Illinois University-Carbondale, Illinois.
MS Education, Early Childhood Education, 1972.
Courses in methods, curriculum, parent involvement, child language, seminars.

Hampton Institute-Hampton, Virginia
BS Education, 1970
Studies in Early Childhood Education; elective Beginning Spanish.

EXPERIENCE

1987-1988 - Kindergarten Teacher, Houston Independent School District, Houston, Texas. Teaching in a public school kindergarten setting.

1984-1987 - Pre-K Bilingual Education Teacher, Ragsdill Schools Inc., Houston, Texas.

Spring 1984 - Graduate Assistant, Department of Curriculum, Instruction, and Media, Southern Illinois University-Carbondale. Research in education and Faculty support staff.

1979-82 - Pre-K Teacher, Ragsdill Schools Inc., Houston, Texas. Taught 4-year-olds in preschool setting in innovative self-contained classroom with unique program. Supervised after school groups (ages 5 to 10) on days off from school; individualized program using computer, mainstreaming of Special Ed. students. Trained classroom aides who later became classroom teachers within the preschool.

1979 - Math and Art Teacher, Bunny Land A-Cat-a-Me, Houston, Texas. Taught Math and Art to Non-graded groups - ages 3 to 8. Supervised individualized course work - ages 10-14.

1978-79 - Pre-K Teacher, Fun N' Care Day Care Center, Houston, Texas. Part-time teacher for 4-year-olds and after school groups - grades K-6.

EXPERIENCE (continued)

1976-78 - Head Teacher/Graduate Teaching Assistant, Rainbow's End Preschool/Department of Curriculum, Instruction, & Media, Southern Illinois University-Carbondale. Supervised teachers, student teachers, various methods and practicum students, and parents in Preschool co-op. Trained CETA workers; evaluated course work; developed preschool program with staff. Taught preschoolers ages 2 to 4½. Taught class in Parent Involvement.

1973-76 - Team Teacher/Family Group Teacher, The Experimental School System of Massachusetts, Boston, Massachusetts. Taught New Math concepts to Non-graded groups - ages 4 to 8; team taught with Language Arts, Science and Social Studies teachers. Coordinated units with various school themes; organized activities for Family Group - ages 4 to 10. Taught bilingual cluster (Spanish/English) Math - ages 4 to 8.

Summer 1973 - Assistant Teacher, Tufts Day Care Center, Medford, Massachusetts. Taught four and five-year olds, planned teaching units with Head teachers and teachers of other age groups.

Summer 1971 - Graduate Assistant, "Eye Opener" Department, The Metropolitan Museum of Art, New York, New York. Worked with "Eye Opener" Mobile Exhibit in various locations within New York City. Oriented children, teacher, parents, and Special Ed. groups to Spiral art exhibit and materials; assisted with art projects at all locations. Evaluated program and proposed new art program for schools in community.

1970-73 - Graduate Research Assistant, University Museum, Southern Illinois University-Carbondale. Assisted Curator with cataloguing, storage and care of ethnographic/anthropological collection.

1966-69 - Museum Assistant, College Museum, Hampton Institute, Hampton, Virginia. Assisted Curator with research on exhibits for ethnographic/anthropological collection. Typed exhibit cards; set up exhibits.

Workshops - Organized workshop with teachers in community, on musuem and young children.

Organized workshop on cultural interchange with International students, preschoolers, college students, teachers and parents.

Organized workshop on Non-gradedness: team-teaching, peer teaching, individualized approach. Workshop involved college students.

PROFESSIONAL INTERESTS

Language learning; children's museums. Association for Childhood Education International; Gamma Lambda Chapter of Phi Delta Kappa.

EXTRACURRICULAR ACTIVITIES

Homecoming Representative - Sweetheart, African Students Union, Hampton, Virginia.

EXTRACURRICULAR ACTIVITIES (Continued)	Secretary, Treasurer, African Students Association, Carbondale, Illinois. Secretary, Visiting International Students Association, Carbondale, Illinois.
HOBBIES	Reading, arts and crafts, sewing, cooking, nutrition and walking.
PERSONAL	Single Born 1944 Excellent health One daughter: Born 1977
REFERENCES	Available upon request from: Career Planning and Placement Center Southern Illinois University Carbondale, Illinois 62901 618/453-2391

BARBARA J. LEEBENS-OSILAJA

940 Sherman Avenue, Apt.2
Evanston, Illinois 60202
Telephone: (312) 328-5386 (home)
(312) 890-8220 (work)

EDUCATION:

1986-1989 Southern Illinois University, Carbondale, IL
Master of Science in Education
Specialization: Organization and Administration
May 1989

1973-1979 Southern Illinois University, Carbondale, IL
Worked on a master's degree in journalism
Accumulated 45 graduate hours

1966-1969 Southern Illinois University, Carbondale, IL
Bachelor of Science in Journalism
June 1969

1964-1966 Austin State Community College, Austin, MN
Associate of Arts in Sociology
June 1966

EXPERIENCE:

1985-86 College of Human Resources, Southern Illinois University, Carbondale, IL
GRADUATE ASSISTANT TO DEAN

Duties: Wrote and disseminated public relations for the College. Wrote and edited a quarterly newsletter for the Illinois Association For Non-White Concerns. Proposed and developed an alumni constituent society for the College. Assist the department executive officers in locating lost College alumni. Designed computer form letters for thank yous, student recruitment, College contributions and grant solicitations. Developed proposal for student recruitment video or slide presentation. Wrote speeches for Dean and/or departmental executive officers. Planned and orchestrated Homecoming canopy and alumni reception. Supervised three other graduate students. Updated and computerized all College alumni files for mailing.

1976-1985 Southern Illinois University, Carbondale, IL

PUBLIC INFORMATION SPECIALIST, University Relations (1984-1985)

PUBLICATIONS EDITOR, University News Service (1979-1984) and Southern Illinois University Alumni Association (1976-1979).

Duties: Responsible for writing and all editorial functions of the alumni publication sent out three times a year to paid membership (12,000) and once a year to total alumni body (120,000). Wrote all news releases pertaining to the SIUC Alumni Association and 43 alumni clubs. Was media resource person for all alumni and civil service related matters. Supervised three employees and interns from various disciplines who were assigned to me.

Served as calendar editor for an in-house weekly tabloid disseminated to faculty, staff and civil service personnel. Responsible for all photo assignments for alumni publications and publicity for membership campaigns, travel, insurance and club programming. Worked with campus departments and organizations to find lost alumni. Assisted in the development of the Journalism Constituent Society. Acted as as a consultant to the Student Alumni Association to assist in the publication of the New Student Record. Wrote feature stories about successful SIUC alumni. Wrote the Classnote Section of the alumni publication. Set-up campus appointments for returning alumni.

1973-1975 Southern Illinoisan Newspaper, Carbondale, IL
REPORTER

Duties: Covered 18 school districts and police beats in five Southern Illinois communities. Covered the federal court system. Wrote human interest stories about persons living in five counties in Southern Illinois. On assignment periodically covered coal mines, labor unions, farming and economic issues. Supervised Northwestern University journalism interns in the Herrin bureau office.

1972-1973 Southern Illinois University, Carbondale, IL
GRADUATE ASSISTANT, School of Journalism
STUDY CODER SUPERVISOR, School of Medicine

Duties: Taught journalism students how to keypunch research data into computer. Collected political data and did a study to determine the reasons journalism students dropped out of college. Also, graded undergraduate term projects, papers and weekly quizzes. Supervised nine graduate students in coding data from 950 questionnaires (each with 35 pages) for a study to determine the health conditions in Southern Illinois.

1971-1972 Southern Illinois University, Carbondale, IL
HOUSEMOTHER, Alpha Sigma Alpha Sorority

Duties: Supervised 45 women living in a social sorority. Responsible for discipline and all administrative paperwork. Guided the women through their first year as a national sorority.

1969-1971 Hawaiian Insurance and Guarantee, Honolulu, HI
UNDERWRITER

Duties: Underwrote all fire, car, and inland marine insurance polices for Hawaii, Oregon, California, Washington, Nevada, and Arizona. Most was high risk. Did all of company's public relations concerning Aloha Days and Company-sponsored travel tours. Trained incoming clerks as to the company's policies on fire, auto, and inland marine insurance. Prepared monthly in-house publications updating company personnel changes and procedures.

1969-1969 The MiniShopper, Honolulu, HI
MANAGING EDITOR

Duties: Managed weekly sports shopper. Wrote feature stories and feature stories concerning the suburbs of Honolulu. Laid out publication. Handled circulation and contacted persons for delivery. Sold advertising.

1967-1969 — Southern Illinois University, Carbondale, IL
Daily Egyptian, student newspaper
SPORTS EDITOR AND SPORTS REPORTER

Duties: First woman at the University to cover all major men and women's sports. Covered the NCAA National Wrestling Championships in Provo, Utah. Was the first woman ever allowed into the men's lockerooms. Made all sports reporting assignments. Edited all sports page material, wrote headlines, and determined sports page priorities. Supervised five sports reporters.

1964-1966 — The Austin Daily Herald, Austin, MN
SPORTS REPORTER, SPORTS COLUMNIST

Duties: Wrote weekly sports column for my hometown newspaper, entitled, "Outside the LockerRoom." Was the first woman in southern Minnesota to write sports for a daily newspaper.

OTHER JOBS: Sales clerk, resume researcher, bartender, dental assistant, lifeguard, camp counselor, car wash manager, telephone solicitor, department store security officer, secretary, and receptionist.

HONORS:

1986-1987 — Elected to serve on the executive committee of the Southern Illinois University Women's Caucus. Was editor of monthly newsletter.

1986- — Given a special service award from the Nigerian Student Association at Southern Illinois University for outstanding service and contribution to the Nigerian campus community.

1984 — Elected to membership in Kappa Tau Alpha, honoring scholarship in journalism.

1984 — Served on the board of directors of the Southern Illinois Media Services, a radio reading service for the blind.

HONORS (Continued):

1981	Third place award in the Second Annual Feature Story Contest sponsored by the Southern Illinois University School of Journalism. Story was written for the alumni publication about a former SIUC president's wife.
1981	Given a special service award from the Saudi Arabian Student Association for "Outstanding Service to Students from the Middle East."
1981	Selected as an "Outstanding Young Women of America."
1980-1981	Selected by the voting membership of the Civil Civil Bargaining Organization at Southern Illinois, Carbondale, to serve as a member of the contract negotiating team. Also, was editor of the Union Voice.
1980-1986	Class of 1969 representative to the Southern Illinois Alumni Association's Legislative Council.
1970-	Served as an election judge for both political parties in various national, state, local, and school board elections.

MEMBERSHIPS:

Treasurer, Tuesday Nite Bowling League, SI Bowl, Carterville, Ill. (1980-1983); Summer 1983 posted highest women's average and bowled highest game for women (224); Past local president, vice president and treasurer of Women in Communications, Inc.; Member of Sigma Delta Chi and International Communication Association. Life member of the Southern Illinois University Alumni Association.

INTERNSHIP: International Programs and Services
Southern Illinois University
1986-1986 Carbondale, IL

Observed activities of two foreign student advisors for an 18-week period. Learned about all immigration procedures which apply to foreign nationals. Was involved in programming for international students. Edited foreign student handbook and compiled statistics on insurance programs for foreign student spouses.

REFERENCES FOR BARBARA J. LEEBENS-OSILAJA

1. William A. Butts
Director of Post-Secondary Relations Staff
United States Department of Education
Division of Institutional Development
400 Maryland Avenue S. E.
Room 3066, Building ROB-3
Washington, D.C. 20202
(202) 732-5660

2. Donald B. Braakman
Director of Communications
Abbott Laboratories
Public Affairs, Dept. 383
Abbott Park, IL 60064
(312) 937-1237

3. Seymour Bryson
Assistant to the President
Affirmative Action Officer
Southern Illinois University
Anthony Hall
Carbondale, IL 62901
(618) 536-6618

4. David J. Butler
Publisher,
New Haven Review
New Haven CT
(203) 562-1121

5. Arthur L. Casebeer
Professor
Educational Administration and Higher Education
Southern Illinois University
Carbondale, IL 62901
(618) 536-4434

6. Mary E. Davidson
Director
School of Social Work
Southern Illinois University
Carbondale, IL 62901
(618) 453-2243

7. Senator Ralph Dunn
21 S. Divison, Box 150
DuQuoin, IL 62832
(618) 542-5565

RESUME

Jesse Qualls
6507 South Woodlawn Avenue
Chicago, Illinois 60637
(312) 667-5516

Education:

1969-1971 State University of New York at Buffalo. Graduate work toward Ph.D. in Policy Sciences.
1963-1968 Roosevelt University. B.A. - Sociology major.

Experience - Full Time:

A. Self Employed - Chicago, Illinois - July, 1975 to Present
   1. Freelance Photographer. Record events using 35MM camera equipment to satisfy needs of clients.
   2. Craftsman-Macrame. Design, creation and marketing of macrame hangings.

B. Department of Commerce - 1980 Census Bureau - Chicago, Illinois
Field Operations Supervisor - December, 1979 to September, 1980. Supervision of staff (up to 400) responsible for enumeration and other field operations in a district office area.

C. Residential Schools - Northeastern Illinois University - Chicago, Illinois
Resource Teacher - July, 1974 to July, 1975. Developing educational and/or vocational opportunities for students leaving the Residential Schools. Required interfacing with private and public agencies to create a good developmental program for each student. Strong emphasis also placed on follow-up of former students and providing assistance where needed.

D. Xerox Corporation - Calumet City, Illinois
Sales Representative - September, 1973 to July, 1974. Management of a territory where Xerox equipment had been placed and attempting to place additional equipment within that territory.

E. Community Correctional Center at Albion - Albion, New York
Senior Community Liaison Specialist - April, 1973 to September, 1973. Establishing and/or maintaining community linkages for and with inmates in a minimum security correctional facility.

F. Model Cities Community Drug Counseling Center - Buffalo, New York
Director - August, 1971 to January, 1973. Directing a multi-modality drug rehabilitation program. Interacting with persons associated with government agencies (federal, state, county and city), local community groups and other drug programs. Responsibility for administering annual budget of $250,000.00. Staff of twenty.

G. Y.M.C.A. of St. Louis and St. Louis County - St. Louis, Missouri
Metropolitan Program Director - September, 1968 to September, 1969. Developing and coordinating programs for high school age youth in thirteen Y.M.C.A. branches.

H. Y.M.C.A. of Metropolitan Chicago - Chicago, Illinois
September, 1963 to September, 1968.
1. Group Work Supervisor - Project Share 20. Supervising staff of twelve responsible for motivating capable underachievers in the public school system.
2. Detached Worker - Youth Action. Working with and developing programs for youth groups.
3. Group Worker and Chief Group Worker - J.O.B.S. Project. Teaching high school equivalency courses to high school drop-outs who were seeking employment opportunities.

Experience - Consultant or Short Term:

A. Employment and Education Demonstration Project - University of Illinois at Chicago Circle - Chicago, Illinois
Education Coordinator - November, 1980 to April, 1981. Determining educational assistance needed by individual students in the project and having the required assistance made available, whether through ongoing resources available on campus or through the development of required resources.

B. Addiction Treatment and Rehabilitation Program - Lackawanna, New York
Acting Director - May, 1972 to August, 1972. Redirecting a multi-modality drug abuse rehabilitation program. Main areas of responsibility were developing treatment philosophy, defining staff responsibilities and fiscal management.

C. Erie County Community Mental Health Manpower Development Project - Buffalo, New York
Instructor - February, 1971 to July 1971. Teaching courses and leading group discussions which would assist students moving into positions in the Mental Health field.

D. Niagara Falls Board of Education - Niagara Falls, New York
Project Coordinator - June, 1970 to June, 1971. Identifying, training and assigning consultants to work with a school system having some problems with its desegregation plan. Program design for the consultants' efforts and conducting workshops for school personnel and community groups were also part of the responsibilities of the position.

E. Erie Community College - Project Concern - Williamsville, New York
Assistant Project Director - May, 1971 to August, 1971 (Summer Workshop). Developing and coordinating efforts intended to assist vocational educators in adopting less rigid, yet academically sound, teaching methods

F. State University of New York at Buffalo Medical School - Buffalo, New York
Program Evaluator - May 1970 to September, 1970. Designing and implementing an evaluation instrument to test the effectiveness of a summer program designed to attract Black students to the University's Medical School.

G. State of New Jersey - Day Care 100 - Trenton, New Jersey
Consultant - November, 1969 to March, 1970. Assisting the Administrative Unit of a state-wide day care program in its reorganization and formulation of new policies.

H. State University of New York - Urban Center - Buffalo, New York
Instructor - November, 1969 to April, 1970. Taught remedial level courses to Black students seeking to enter college after exposure to inferior public education institutions.

I. Amistad Systems, Inc. - Buffalo, New York
Co-Founder and Senior Partner - September, 1969 to August, 1979. Position in Urban-Problem focused consultant firm called for problem diagnosis, solution development and management of implementation strategy.

Christy R. Spears

4035 Lindenwood Drive Apt. 2-S
Matteson, Illinois 60443
(H) (312) 481-6022 or (W) (312) 890-8220

WORK EXPERIENCE

Consultant

October 1987 - Present
Monitoring Commission for Desegregation Implementation
Chicago Public Schools
Chicago, Illinois

Coordinate fact-finding community forums to obtain vital information from educational experts, community and public advocates on the most pertinent issues affecting the school system; Prepare, write, edit newsletters, committee minutes and reports.

Research Analyst

June 1987 - August 1987
Research and Evaluation Division
Department of Social Services
Jefferson City, Missouri

Conducted extensive research work to find pertinent data concerning social policies and potential policy initiatives; also attended and participated in departmental meetings on specific topics to determine scope of problems and possible solutions.

Teaching Assistant

August 1986 - May 1987
University of Missouri-Columbia
Political Science Department
Columbia, Missouri

Graded students' examinations and prepared lab lectures and exercises to accompany instructor's weekly lecture classes.

Political Research Intern

May 1986 - August 1986
Missouri Democratic Committee
Jefferson City, Missouri

Compiled relevant data and prepared a report concerning state legislators' voting records on controversial issues during their respective terms. Updated and entered into computer system the voter registration figures, actual voting election outcomes, and percentages for targeted counties involved in "get-out-the-vote" campaigns.

Research Assistant

January 1986 - May 1986
University of Missouri-Columbia
Political Science Department
Columbia, Missouri

Prepared, edited and proofread research material for professors' subsequent usage in professional publications, classroom lectures and office files.

EDUCATION

University of Missouri-Columbia
Columbia, Missouri
Master of Arts Degree in Political Science, May 1987

Louisiana State University
Baton Rouge, Louisiana
Bachelor of Arts Degree, May 1983
Major: News-Editorial Journalism
Minor: Legal Affairs Reporting

References and transcripts will be provided upon request.

Appendix F

Fiscal Expenditures and Projections

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

FIRST YEAR

	First Year Budget	Encumbrances/ Expenses 12/31/88	Balance As of 12/88
OPERATING EXPENSES			
Supplies	$ 3,000	$ 156	$ 2,844
Postage	-0-	-0-	-0-
Furniture/Equipment	3,000	-0-	3,000
Printing	3,000	-0-	3,000
Consultant Services	148,000	90,226	57,774
Travel	9,000	1,021	7,979
	$166,000	$91,403	$74,597

Monitoring Commission for Desegregation Implementation
Project CANAL
First year Budget Detail as of 12/31/88

Supplies:

File Folders		
Computer Supplies		
Pens		
Note Pads		
Total Supplies		$ 156

Consultant Services as of 12/31/88:

Expended	$ 6,016	
Encumbered	84,210	
Total Expenditures and Encumbrances		$90,226

Travel Expenses:

Hotel	$ 434	
Food	167	
Airfare	369	
Local	51	
Total travel		$ 1,021
TOTAL OPERATING EXPENSES		$91,403

Monitoring Commission for Desegregation Implementation
Project CANAL
First Year Budget Detail - Projected

FURNITURE/EQUIPMENT:

1 IBM Personal System/2 Model 70-121, 120MB Hard Drive

3 IBM Personal System/2 Model 30, 20MB Hard Drive

1 Hewlett-Packard LaserJet Series II Printer

1 Work Table

3 Double Pedestal Desks

3 Secretarial Desks

1 Executive Chair

1 Swivel Tilt Chair

1 Steno Chair

PROJECTED FURNITURE/EQUIPMENT EXPENSES	$25,743

	BUDGET CLASSIFICATION	ORIGINAL APPROPRIATION	SUPPLEMENTAL OR TRANSFERS	CURRENT APPROPRIATION	COMMITMENTS	ENCUMBRANCES/ EXPENDITURES	AVAILABLE BALANCE
PROGRAM 7983 - CANAL-RESEARCH AND EVAL							
		ORIGINAL APPR	SUPPLEMENTAL	CURRENT APPR	COMMITMENTS	ENCUMB/EXPEND	AVAILABLE BAL
NORMAL	0385-230-688-7983-5320	3,000.00	.00	3,000.00	.00	155.79	2,844.21
NORMAL	0385-230-688-7983-5410	148,000.00	.00	148,000.00	.00	90,226.00	57,774.00
NORMAL	0385-230-688-7983-5460	3,000.00	.00	3,000.00	.00	.00	3,000.00
NORMAL	0385-230-688-7983-5500	9,000.00	.00	9,000.00	.00	1,020.83	7,979.17
NORMAL	0385-230-688-7983-5730	3,000.00	.00	3,000.00	.00	.00	3,000.00
	TOTAL PROGRAM 7983	166,000.00	.00	166,000.00	.00	91,402.62	74,597.38

..... END REPORT .....

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